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ABSTRACT

This report is the eighth in a series of longitudinal studies describing the College Discovery and Development Program aimed at identifying disadvantaged and underachieving ninth graders and developing their college potential in five special high school development centers. The document provides a summary section which focuses on program purposes, the eighth year of the program, facilities, and salient findings. Other sections include a description of the eighth population of college discovery students, of college progress of program students in classes I-V, high school graduation and college admission for class VI and a socioeconomic overview of classes I-VIII. The increase in the number of participants in the program who completed their studies with a bachelor's and associate of arts degree was noticeable during the eighth year. Class VIII resembled the previous seven groups in age, family structure, living conditions, ethnicity, history of mobility, previous scholastic averages, and attendance, but was found to be less well off economically than other classes. Analysis of transcripts indicate that program students continue in college at a higher rate than nonprogram students and Open Admissions students, and that they earn slightly lower grade point averages than regular freshmen. (Author/AM)

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PREFACE

This report is the eighth in a series of longitudinal studies describing the College Discovery and Development Program, Prong II. Listed below are seven previous annual reports issued under the same title, Discovering and Developing the College Potential of Disadvantaged High School Youth:

FIRST - Daniel Tanner and Genaro Lachica, January 1967

SECOND - Lawrence Brody, Beatrice Harris and Genaro Lachica, (Report #68-2), March 1968.

THIRD - Lawrence Brody, Beatrice Harris and Genaro Lachica, (Report #69-1), March 1969.

FOURTH - Beatrice Harris and Lawrence Brody, (Report #70-13), June 1970.

FIFTH - Lawrence Brody and Hank Schenker, (Report #71-5), January 1972.

SIXTH - Lawrence Brody and Hank Schenker, (Report #72-6), June 1973.

SEVENTH - Lawrence Brody and Hank Schenker, (Report #73-3), June 1974.

COLLEGE DISCOVERY AND DEVELOPMENT PROGRAM
1972-1973

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OCT 17 1975

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Dr. Harvey Scriber, Chancellor, and Mr. Irving Anker, Deputy Chancellor of Schools approved and encouraged this eighth year's work. Dr. Seelig Lester, Deputy Superintendent in charge of Instruction, Mr. Samuel Polatnick, Director, Division of High Schools, Ms. Yvonne Tormes, University Administrator for the College Discovery Program, Mrs. Helene Lloyd, Assistant Superintendent in charge of the Division of Funded Programs, State-Federal, and Mr. Gene Satin, Director, Office of ESEA Title I, have all been most helpful. Mrs. Daisy K. Shaw, Director, Bureau of Educational and Vocational Guidance, and Mrs. Cecilia Sarasohn, CDD Project Director for the Board of Education and Dr. Samuel D. McClelland, Acting Director, Bureau of Educational Research, have guided and counseled our staff and contributed supportive services underlying a large scale organization of this project.

To Mr. Leff LaHuta, CDD Coordinator for the Board of Education we extend our thanks and appreciation for the professional competence of his continued administrative efforts.

Mrs. Wanetta Jones, Assistant Director, has been an essential part of the continued success of the program, functioning as acting director after the retirement of Dr. Lawrence Brody in 1973. Thanks must also go

to Ms. Sharon Gilbert who, as CDD Field Coordinator, gave time and energy to the recruitment of new students for the host schools and stimulated interest in the staffs of the five high schools and the research staff at City University. Mr. Hank Schenker, Research Coordinator, maintained the direction of research in this eighth year with clarity and objectivity in processing the data. The work of the following college assistants and student aids in completing this report was essential and greatly appreciated: Ms. Albertine Power, Ms. Betty Mur, Mr. Bill Silberg, Mr. Wilfredo Sanchez, Ms. Yolanda Lezama, and Ms. Genevieve Charles. Special thanks to Mr. Andre Schklowsky who did the computer analysis for the preceding report and who counseled a member of our research staff on the programming and analysis for the Eighth report at City University's computer center in Manhattan. We are indebted to Mr. Schklowsky for his careful work on a complex assignment.

We note the effort and efficiency of our secretary, Ms. Edith Handlin, and of Ms. Regina Ford, receptionist, who were of considerable help in preparing this report.

Once again, in this eighth year, College Curriculum Consultants worked hard in their difficult role in the improvement of the complex professional efforts of teachers while officially not being members of the school faculty or its authority structure. That this task was effectively performed so much of the time is attested by our students' going on to college. A major portion of the program's success must be attributed to the work of the principals, the high school faculties, administrative assistants, department chairmen, school coordinators, guidance counselors, teachers and family assistants in the five host high schools. Their sharing of ideas,

data and information and their personal thoughts have been ingredients which gave continuous growth to the CUNY component of the College Discovery Program.

We also thank the Advisory Policy Committee members for their efforts on behalf of this Program: their generous contributions of time and ideas have been vital to our work. In conclusion, we express our gratitude to The State of New York, The City of New York and the United States Office of Education for financial support of the College Discovery and Development Program.

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CHAPTER I

SUMMARY

Program Purposes

The College Discovery and Development Program, planned in 1964-65 and initiated in New York City in September 1965, completed eight years of consistent activity in June 1973. During the 1972-73 academic year the three classes enrolled were: Class VI, admitted in September 1970; Class VII, admitted in 1971, and Class VIII which entered in the fall of 1972. Class V students were college freshmen during 1972-73, CDD's eighth year. During this year the essential objectives of the program were basically unchanged.

> "The major objective of the Program is to discover and develop the college potential of disadvantaged youth who, with the benefit of intensive and long-range educational support of a special nature, would be unlikely to enter college. It was agreed that those students who are already academically successful would not be included in the Program -- regardless of the extent of their socio-economic deprivation.
>
> "The specific objectives of the Program are: (1) to identify disadvantaged youth who, at the end of the ninth-grade, have heretofore been "undiscovered" in their potential for college, (2) to improve their motivation for school work, (3) to improve their levels of achievement in school, (4) to develop their expectations for college entrance, and (5) to improve their chances for success in college."[1]

Noticeable during the eighth year is the increase in the number of participants in the CDD program who have completed their studies with bachelor's (and associate of arts) degrees.

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[1]Daniel Tanner and Genaro Lachica, Discovering and Developing the College Potential of Disadvantaged High School Youth: A Report of the First Year of a Longitudinal Study on the College Discovery and Development Program, Office of Research and Evaluation, The City University of New York, January 1967, p.3

The Eighth Year of the CDD Program

CDD had been consistently successful in converting projected failure of a majority of its participating students in eight annual classes to satisfactory levels of high school success. It had shown that it was possible to identify a population whose potential had been unrecognized and unachieved by the ninth grade. It was clear that college entrance rates for CDD pupils were higher than were those for similar youngsters from conventional programs in the same schools in most cases.

The Program's Director retired in 1973 and there were two new research assistants to fill vacancies of staff members who had completed graduate study. Among the teachers in the five host high schools there were several changes bringing into the Program instructors without previous CDD experience. In 1973 the CDD Program came under the Office of Special Programs.

During the 1972-73 academic year the further implementation of New York City's Open Admissions program continued to make increasing demands on the City University. It was becoming apparent that more remedial programs in the city's high schools were needed in order to meet the challenges resulting from Open Admissions.

Facilities

The CDD Centers located in five high schools in each borough of New York City remained unchanged. These host schools were: Jamaica, Thomas Jefferson, Port Richmond, Theodore Roosevelt, and Seward Park. As in former years separate space for individual counseling was limited and there was no indication that space allotted to the CDD Program would be

expanded. Meetings with CDD Coordinators, the Project Director for the Board of Education, and the Director and Assistant Director of the CUNY CDD Program continued to be held regularly throughout the year in the offices of the College Discovery and Development Program in Manhattan.

SALIENT FINDINGS

The eighth consecutive class joining the College Discovery and Development Program in 1972 was a population basically resembling those in the previous seven groups (since the start of the program in 1965 4,001 students have enrolled in CDD). Class VIII showed no major changes from its predecessors in age, family structure or living conditions. However, this class was less well off economically, although a mean gross income of $27.35 per family member per week was reported as compared with one of $18.61 for Class I. A considerable inflation of costs, especially of those for food and rent has occurred over the seven years from September 1965 (Class I) to September 1972 (Class VIII). Thus for Class I the average monthly rent paid per room had been $15.13; for Class VIII this cost for each room had risen to $25.25 per month.

Class VIII was similar to its immediate predecessors with regard to ethnicity having approximately 58% Black, 27% Hispanic, and 16% "Other." However, there has been a noticeable increase in the number of Hispanic students joining the program during the past two years. Since eligibility is determined from among all those referred to us by counselors and as enrollee selection of eligible candidates is made by the host high school staff from documents without ethnic information, these proportions probably represent an equitable ethnic distribution within the group of pupils recruited in terms of individual educational needs.

This class was also similar to earlier ones in its history of mobility. Class VIII students had averaged attendance at three or four schools at application time and the mean tenure at their present home address was somewhat more than six years.

Class VIII students were also closely like prior classes in terms of their previous scholastic averages and attendance and although their mean reading score (8.65) was approximately at grade level, their mathematics score (7.95) showed a mean of one year below grade.

Academic Performance in High School

The academic performance of CDD students in their high schools during this eighth year is reported in Chapter 3. Analysis of the data shows few changes from the patterns of performance seen in previous years. Achievement was generally adequate and student persistence continued to be good; the retention rate for Class VIII was 92.1 per cent.

In the fall semester of the 1972-73 school year students in Classes VI, VII, and VIII obtained mean general averages of 73, 72.3, and 74.2 respectively. The corresponding mean general averages for the spring semester were 75.5, 72.1, and 72.6. Total absences for the school year were about 22 (Class VI), 19 (Class VII), and 15 (Class VIII).

High School Graduation and College Admission

Class VI, which had entered the tenth grade in September 1970, completed the high school phase of CDD in June 1973. Of the total of 524 who had been enrolled in this class during the three year period, 355 (67.8%) were graduated. Of the 355 high school graduates, 297 (83.7%)

applied to and have been confirmed as accepted by post-secondary institutions. Those entering CUNY totaled 221 (74.4%) of the college entrants and 76 (25.6%) of the college enrollees entered SUNY or other colleges. Fourteen (3.9%) of the 355 graduates have been confirmed as not entering colleges and the activities of the 44 other students have not been validated.

College Progress of CDD Graduates

Once again, detailed reporting on the college progress of CDD graduates was limited to students registered in colleges of The City University of New York. A total of 947 students in Classes I, II, III, IV, and V enrolled in schools within the City University and by September 1973, 37 had graduated with bachelor's degrees and 112 with associate of arts degrees. Class II students had a cumulative Grade Point Average of somewhat less than a C+ after eight semesters of college; a lower cumulative GPA was attained by Class III students after six semesters. After four semesters the cumulative Grade Point Average of Class IV students was 2.16 and for Class V this average was 2.12.

Ascertaining reliable information regarding college progress of graduates of the high school phase has always been a difficult, expensive and often frustrating assignment. Student authorization for transcript release is required by practically all institutions: their concern and subsequent administrative policies are precautions to ensure personal privacy and hopefully maintain constitutional guarantees, but this has made an adequate follow-up study almost impossible.

Because of the necessity for accuracy no information can be used except that from actual transcripts received, hence our staff could obtain

considerably more data for CDD graduates now attending CUNY colleges than from those now enrolled in the State University of New York or private institutions. Even in City University, however, a considerable number disappear from our specimen figures. For example, as a result of college transfers or student address changes, authorization for new records may not become available until (and if) it is possible to locate an individual and obtain his signed authorization.

Transcripts received were analyzed and show the following general trends: CDD students continue in college at a somewhat higher rate than "regular" freshmen in the same schools and at a higher rate than "Open Admissions" freshmen; CDD students earn slightly lower Grade Point Averages than regular freshmen and higher GPAs than "Open Admissions" freshmen in each institution; a number of CDD graduates of Class I have been awarded baccalaureate degrees; a larger number have earned associate of arts degrees, generally taking one or more semesters above the four term minimum; a number of students with associate degrees have transferred into junior year baccalaureate programs.

The CDD Planning Committee projected that, without intervention, most of the youngsters eligible for the program would leave high school before graduation. As of the present about two of every three originally enrolled students were graduated from CDD host high schools; eight of every ten graduates actually entered colleges and many of these enrollees have transcripts showing acceptable college progress. This does not include the approximately thirty per cent of graduates who entered SUNY or private colleges for whom impressionistic reports show higher performance and retention due to their generally better high school grades and to the stronger financial aid these institutions offered.

CHAPTER 2

DESCRIPTION OF THE EIGHTH POPULATION OF COLLEGE DISCOVERY STUDENTS

The eighth group of College Discovery students (Class VIII) entered CDD in September, 1972. They were chosen, as in previous years, from applications received in Spring 1972 from ninth grades in New York City public and parochial schools as well as from community agencies throughout the five boroughs. Candidates were notified of admission in the spring semester of their ninth grade; the pupils who were accepted in the CDD Program entered a Center most conveniently located for them in September. As in each previous class, a small number of selected applicants declined this preferred enrollment for personal reasons.

The objective here is to describe the eighth entering population of the College Discovery Program in terms of its socio-economic background and the academic potential of each student before entering the program. Additionally, a brief final section will provide retention data for this class covering the period from September 1972 to September 1973 (their first year in the program). The socio-economic portion of this chapter will deal with such variables as family income, living conditions, and the occupational and educational history of parents. Academic capacity will be described in terms of seventh, eighth, and mid-year ninth grade general averages and scores on the Metropolitan Achievement Tests.

Continuous variables such as grade averages, test scores, attendance, weekly family income and the like are given in terms of means and standard deviations. All information used in the first two parts of the chapter is derived from information taken from either the Personal Information Form that each student filled out when applying to the program or from the Nomination Form completed by each student's ninth grade counselor or the referring person.

Socio-Economic Data

Sex Distribution

Table 2-1 shows the distribution of male and female students in CDD VIII. Centers III and V deviated most from a balanced sex distribution. Females predominated in Center III while males predominated in Center V.

Ethnic Distribution

Table 2-2 shows the ethnic distribution of CDD VIII: 57.5 per cent were black, while 26.6 per cent were Hispanic origin, and the remaining 15.9 per cent were white and Oriental. These percentages represent the ethnic proportions of those students referred to CDD who met the selection criteria. If ethnic selection forces existed for this population they operated only in choices made by referring agencies regarding students whom they referred.

Age In Years

Table 2-3 shows the age distribution for Class VIII. The average age of students entering the program was about 15.3 years. Differences in mean age between centers were small.

Table 2-1

CDD Enrollment by Sex
For The Tenth Grade

Class VIII

Center	MALES N	MALES %	FEMALES N	FEMALES %	BOTH SEXES N	BOTH SEXES %
I	46	46.46	53	53.53	99	100.0
II	48	43.63	62	56.36	110	100.0
III	45	38.13	73	61.86	118	100.0
IV	60	50.84	58	49.15	118	100.0
V	48	62.33	29	37.66	77	100.0
All Centers	247	47.31	275	52.68	522	100.0

Table 2-2

Ethnic Distribution

Class VIII

Center	Black N	Black %	Hispanic N	Hispanic %	Oriental N	Oriental %	Other N	Other %	All Groups N
I	48	48.5	43	43.4	3	3.0	5	5.1	99
II	84	76.4	26	23.6	0	0.0	0	0.0	110
III	47	39.8	57	48.3	3	2.5	11	9.4	118
IV	95	80.5	11	9.3	2	1.7	10	8.5	118
V	26	33.8	2	2.6	0	0.0	49	63.6	77
All Centers	300	57.5	139	26.6	8	1.5	75	14.4	522

Table 2-3

Age in Years
Class VIII

Center	Number Responding	Mean	S.D.	Number Not Responding
I	99	15.44	7.21	0
II	109	15.44	6.56	1
III	118	15.39	6.24	0
IV	118	15.19	5.57	0
V	77	15.20	4.49	0
All Centers	521	15.34	6.26	1

Family Structure

A fairly complete analysis of the intactness of the family setting of Class VIII students is provided by Tables 2-4 and 2-5. Table 2-4 shows that 56.7 per cent of CDD VIII parents are living together and that 29.5 per cent were separated. 60.2 per cent of CDD VIII students live in a home with 2 parents; 34.5 per cent live with their mother (Table 2-5).

Living Conditions

Tables 2-6, 2-7, 2-8 and 2-9 describe the living conditions of Class VIII students. 71.8 per cent of this population lived in an apartment while 24.5 per cent reported that they lived in a family owned home. The average number of rooms per household was five (Table 2-7). Table 2-9 shows the ratio of number of persons to number of rooms per household. The mean ratio was 1.08 persons per room. A standard deviation of 0.39 shows little difference among centers in this variable.

Economic Data

Even though there was little variation in the number of rooms per household from center to center, there was considerable difference in the monthly rent paid. Monthly rent ranged from $101.30 in Center III to $148.64 in Center IV (Table 2-10).

The reported weekly income across centers ranged from $123.88 for Center III to $170.23 for Center V (Tables 2-11). Inspection of both income and rent data revealed that families in Center IV and V had the highest incomes and paid the highest monthly rents, indicative of the higher economic status of these families as compared to those in Centers I, II and III.

Table 2-4

Family Status

Class VIII

Center	Parents Together N	%	Parents Separated N	%	Father Deceased N	%	Mother Deceased N	%	Both Deceased N	%	No Information N	%	Total N
I	47	47.5	39	39.4	7	7.1	1	1.0	0	0.0	5	5.05	99
II	49	44.5	45	40.9	9	9.2	1	0.9	2	1.8	4	3.6	110
III	62	52.5	36	30.5	13	11.0	3	2.5	0	0.0	4	3.4	118
IV	77	65.25	22	18.6	12	10.2	3	2.5	0	0.0	4	3.4	118
V	61	79.2	12	15.6	2	2.6	0	0.0	0	0.0	2	2.6	77
All Centers	296	56.7	154	29.5	43	8.2	8	1.5	2	0.4	19	3.6	522

TABLE 2-5

Head Of Household

Class VIII

Center	Mother and Father		Mother and Stepfather		Father and Stepmother		Mother		Father		Guardian		Foster Parents		Institution		Other		No Information		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
I	44	44.4	7	7.1	2	2.0	41	41.4	3	3.0	0	0.0	0	0.0	0	0.0	0	0.0	2	2.0	99
II	46	41.8	7	6.4	0	0.0	47	42.7	4	3.6	4	3.6	0	0.0	0	0.0	0	0.0	2	1.8	110
III	60	50.8	3	2.5	1	0.8	46	39.0	0	0.0	7	5.9	1	0.8	0	0.0	0	0.0	0	0.0	118
IV	71	60.2	8	0.8	1	0.8	33	28.0	0	0.0	2	1.7	2	1.7	0	0.0	1	0.8	0	0.0	118
V	56	72.7	7	9.1	0	0.0	13	16.9	0	0.0	0	0.0	0	0.0	1	1.3	0	0.0	0	0.0	77
All Centers	277	53.1	32	6.3	4	0.8	180	34.5	7	1.3	13	2.5	3	0.6	1	0.2	1	0.2	4	0.8	522

Table 2-6

Type of Dwelling

Class VIII

Center	Apartment		Own Home		Institution		No Information		Total
	N	%	N	%	N	%	N	%	N
I	92	92.9	6	6.1	0	0.0	1	1.0	99
II	85	77.3	18	16.4	0	0.0	2	6.4	110
III	113	75.8	1	0.9	0	0.0	4	3.4	118
IV	52	44.1	62	52.5	0.	0.0	4	3.4	118
V	33	42.8	41	53.3	1	1.3	2	2.26	77
All Centers	375	71.8	128	24.5	1	0.2	18	3.4	522

Table 2-7

Number of Rooms per Household

Class VIII

Center	Number of Respondents	Mean	S.D.	Number of Non-Respondents
I	93	4.83	0.83	6
II	94	5.01	1.24	16
III	110	4.74	1.10	8
IV	63	5.19	1.34	55
V	45	5.29	0.94	32
All Centers	405	4.95	1.12	117

Table 2-8

Number of Persons in Household

Class VIII

Center	Number of Respondents	Mean	S.D.	Number Not Responding
I	97	5.30	1.82	2
II	108	5.34	1.84	2
III	118	5.05	1.96	0
IV	118	5.64	1.74	0
V	76	5.09	1.44	1
All Centers	517	5.30	1.80	5

Table 2-9

Number of Persons per Room in Household

Class VIII

Center	Number of Responding Students	Mean	S.D.	Number Not Responding
I	92	1.12	0.35	7
II	94	1.09	0.40	16
III	110	1.10	0.46	8
IV	63	1.11	0.37	55
V	45	0.95	0.30	32
All Centers	404	1.08	0.39	118

Table 2-10

Monthly Rent (Dollars)

Class VIII

Center	Number of Respondents	Mean	S.D.	No. of Non-Respondents
I	86	103.45	32.56	13
II	98	131.49	61.05	12
III	102	101.30	37.16	16
IV	100	148.64	53.86	18
V	59	147.10	62.48	18
All Centers	445	125.08	53.92	77

Table 2-11

Total Weekly Income
(Dollars)

Class VIII

Center	Number Responding	Mean	S.D.	Number Not Responding
I	83	128.69	54.74	16
II	103	138.59	63.39	7
III	104	123.88	50.49	14
IV	109	166.40	61.93	9
V	74	170.23	55.25	3
All Centers	473	144.98	60.45	49

The average weekly income per person in all centers was $27.35.* The large standard deviations would indicate much variability in income within and across centers. The effective consumer purchasing power of this dollar income is investigated in Chapter 6.

Employment of Parents

Tables 2-12 and 2-13 summarize information concerning occupations of the parents of Class VIII students. A very small per cent of these parents are indicated to be in professional occupations; 3.4 per cent for mothers (Table 2-12), and 1.9 per cent for fathers (Table 2-13). The highest incidence of professional employment, for both mothers and fathers, was reported for Center IV (5.9% and 4.2%) respectively. The higher incidence of professional employment in Center IV is consistent with its higher economic status, e.g., amount of rent paid and personal income (Tables 2-10 and 2-11). The 'not applicable' category containing 55.4 per cent of Class VIII mothers was composed mainly of housewives.

Birthplace of Students and Parents

Approximately 70.7 per cent of the students were born in the northern United States or Canada (Table 2-14). 8.4 per cent of these students were reported to have been born in the southern United States and 5.4 per cent indicated Puerto Rico as their country of origin. When these data are viewed in relation to the data presented in Tables 2-15 and 2-16, it can be seen that most represented the first generation to be born in the North. Approximately 50 per cent of the fathers and mothers were reported to have been born in the southern United States or Puerto Rico. Approximately 37.7 per cent of the mothers and 38.4 per cent of fathers were not born in the continental United States.

* See Figure 6-8

TABLE 2-12

Mother's Occupation

Class VIII

Center	Professional		Office Worker		Sales		Managerial/ Proprietor		Civil Service Non-Office		Skilled Labor		Unskilled Labor		Disabled/ Retired		Other		No Information		Not Applicable		Total	Total Employed	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	N	%
I	3	3.0	9	9.1	0	0.0	0	0.0	0	0.0	6	6.1	14	14.1	0	0.0	2	2.0	8	8.1	57	57.6	99	34	34.3
II	2	1.8	14	12.7	0	0.0	0	0.0	1	0.9	7	6.4	11	10.0	0	0.0	0	0.0	24	21.8	51	46.4	110	35	31.8
III	3	2.5	16	13.5	0	0.0	0	0.0	1	0.8	11	9.3	10	8.5	0	0.0	0	0.0	9	7.6	68	57.6	118	41	34.7
IV	7	5.9	10	8.5	0	0.0	6	5.1	1	0.8	9	7.6	14	11.9	1	0.8	0	0.0	4	3.4	66	55.9	118	47	39.8
V	3	3.9	10	13.0	3	3.9	0	0.0	1	1.3	2	2.6	8	10.4	0	0.0	1	1.3	2	2.6	47	61.0	77	28	36.4
All Centers	18	3.4	59	11.3	3	0.6	6	1.1	4	0.8	35	6.7	57	10.9	1	0.2	3	0.6	47	9.0	289	55.4	522	185	35.4

TABLE 2-13

Father's Occupation

Class VIII

Center	Professional		Office Worker		Sales		Managerial/ Proprietor		Civil Service Non-Office		Skilled Labor		Unskilled Labor		Disabled/ Retired		Other		No Information		Not Applicable		Total	Total Employed	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	N	%
I	2	2.0	3	3.0	0	0.0	3	3.0	5	5.1	16	16.2	17	17.2	1	1.0	8	8.1	31	31.3	13	13.1	99	54	55.0
II	1	0.9	2	1.8	0	0.0	5	4.5	10	9.1	21	19.1	10	9.1	1	0.9	1	0.9	43	39.1	16	14.5	110	50	45.0
III	1	0.8	3	2.5	1	0.8	7	5.9	4	3.4	33	28.0	9	7.6	0	0.0	0	0.0	42	35.6	18	15.3	118	58	49.0
IV	5	4.2	6	5.1	1	0.8	9	7.6	19	16.1	23	19.5	14	11.9	3	2.5	4	3.4	19	16.1	15	12.7	118	81	69.0
V	1	1.3	2	2.6	0	0.0	8	10.4	17	22.1	21	27.3	8	10.4	2	2.6	3	3.9	11	14.3	4	5.2	77	60	78.0
All Centers	10	1.9	16	3.1	2	0.4	32	6.1	55	10.5	114	21.8	58	11.1	7	1.3	16	3.1	146	28.0	66	12.6	522	303	58.0

TABLE 2-14

Student's Birthplace

Class VIII

Center	U.S. North		U.S. South		Puerto Rico		West Indies		Far East		Other		No Information		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
I	57	57.6	10	10.1	12	12.1	9	7.1	1	1.0	8	8.1	2	2.0	99
II	65	59.1	19	17.3	7	6.4	11	10.0	0	0.0	1	0.9	7	6.4	110
III	84	71.2	4	3.4	9	7.6	9	7.6	4	3.4	4	3.4	4	3.4	118
IV	72	78.0	9	7.6	0	0.0	8	6.8	0	0.0	6	5.1	3	2.5	118
V	71	92.2	2	2.6	0	0.0	0	0.0	0	0.0	1	1.3	3	3.9	77
All Centers	369	70.7	44	8.4	28	5.4	37	7.1	5	1.0	20	3.8	19	3.6	522

TABLE 2-15

Mother's Birthplace

Class VIII

Center	U.S. North		U.S. South		Puerto Rico		West Indies		Far East		Other		No Information		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
I	8	8.1	31	31.3	36	36.4	10	10.1	3	3.0	8	8.1	3	3.0	99
II	16	14.5	49	44.5	21	19.1	13	11.8	0	0.0	2	1.8	9	8.2	110
III	21	17.8	26	22.0	46	39.0	12	10.2	4	3.4	6	5.1	3	2.5	118
IV	33	28.0	51	43.2	4	3.4	13	11.0	2	1.7	12	10.2	3	2.5	118
V	59	76.6	10	13.0	1	1.3	0	0.0	0	0.0	4	5.2	3	3.9	77
All Centers	137	26.2	167	32.0	108	20.7	48	9.2	9	1.7	32	6.1	21	4.0	522

TABLE 2-16

Father's Birthplace

Class VIII

Center	U.S. North		U.S. South		Puerto Rico		West Indies		Far East		Other		No Information		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
I	11	11.3	21	21.6	32	33.0	12	12.4	3	3.1	10	10.3	10	10.3	99
II	15	13.6	44	40.0	19	17.3	11	10.0	0	0.0	2	1.8	19	17.3	110
III	20	16.9	21	17.8	45	38.1	10	8.5	4	3.4	9	7.6	9	7.6	118
IV	32	27.3	43	36.7	4	3.4	15	12.8	3	2.6	12	10.3	9	7.7	118
V	52	67.5	15	19.5	1	1.3	0	0.0	0	0.0	6	7.8	3	3.9	77
All Centers	130	25.2	144	27.9	101	19.6	48	9.3	10	1.9	39	7.6	50	9.7	522

Language Most Spoken At Home

Spanish was reported as being the language most spoken in 19.9 per cent of the homes of Class VIII students (Table 2-17). Chinese was reported as the first language in 1.5 per cent of these homes, while one per cent reported French. 71.8 per cent of Class VIII students reported English as the language most spoken at home.

Education of Parents

The mean number of years of schooling completed by the fathers of Class VIII students was about 10.5 (Table 2-18). The lowest level was reported for Center I (9.4), and the highest in Center V (11.7). The mean number of years of schooling completed by mothers was about 10.6 (Table 2-19). Center I reported the lowest level (9.6) while the highest educational level was reported for Center IV (11.6). For Class VIII students, entrance into the CDD program represents educational status equal to the average educational attainment of their parents.

Years at Present Address

On the average, Class VIII students had resided at their present address approximately 6.7 years (Table 2-20). The standard deviation for this measure was 4.52, ranging from 4.03 in Center I to 4.76 in Center III, indicating considerable heterogeneity in mobility across centers.

Number of Schools Attended

Tables 2-21 shows the number of schools Class VIII students attended during their first nine years of school. The mean number of schools attended was 3.48. Center III indicated the most stability in terms of

TABLE 2-17

Language Most Spoken at Home

Class VIII

Center	English N	English %	Spanish N	Spanish %	French N	French %	Chinese N	Chinese %	Other N	Other %	No Information N	No Information %	Total N
I	59	59.6	35	35.4	0	0.0	2	2.0	2	2.0	1	1.0	99
II	76	69.1	20	18.2	2	1.8	0	0.0	3	2.7	9	8.2	110
III	66	55.9	36	30.5	2	1.7	4	3.4	3	2.5	7	5.9	118
IV	100	84.7	12	10.2	1	0.8	2	1.7	3	2.5	0	0.0	118
V	74	96.1	1	1.3	0	0.0	0	0.0	1	1.3	1	1.3	77
All enters	375	71.8	104	19.9	5	1.0	8	1.5	12	2.3	18	3.4	522

Table 2-18

Highest Level of Father's Education

Class VIII

Center	Number Responding	Mean*	S.D.	Number Not Responding
I	80	9.36	3.87	19
II	84	10.05	2.86	26
III	100	9.94	3.15	18
IV	106	11.57	2.63	12
V	69	11.67	2.27	8
All Centers	439	10.52	3.13	83

* Mean Grade Equivalent

Table 2-19

Highest Level of Mother's Education

Class VIII

Center	Number Responding	Mean*	S.D.	Number Not Responding
I	94	9.63	4.33	5
II	102	10.39	2.68	8
III	112	9.98	3.12	6
IV	115	11.61	2.70	3
V	75	11.57	2.04	2
All Centers	498	10.61	3.31	24

*Mean Grade Equivalent

Table 2-20

Years at Present Address

Class VIII

Center	Number of Responding Students	Mean	S.D.	Number of Non-Respondents
I	95	4.96	4.03	4
II	106	5.75	4.15	4
III	114	7.51	4.76	4
IV	116	7.12	4.46	2
V	74	8.24	4.53	3
All Centers	505	6.68	4.52	17

Table 2-21

Number of Schools Attended
Through First Nine Years of School

Class VIII

Center	Number of Respondents	Mean	S.D.	Number of Students Not Responding
I	91	3.49	1.25	8
II	103	3.85	1.15	7
III	98	3.01	1.11	20
IV	110	3.56	1.10	8
V	75	3.43	0.98	2
All Centers	477	3.48	1.15	45

this measure (3.01), while Center II students reported the most mobility (3.58).

Adjusted Life Chance Scale Score

This score is an attempt to integrate socio-economic information into a measure which should be useful in assessing factors related to a students successful completion of high school. The scale, a modification of Dentler's original Life Chances Scale[2], was used in the selection of CDD students. Possible scores range from -1 to +10. In the absence of other information, the higher a student scores on the scale, the better are his or her chances for completing high school. The scale gives a score of one point for the following socio-economic variables: Father and mother living together, father living, mother living; father born in North, mother born in North; mother high school graduate, father high school graduate; father professional, mother professional; less than four siblings. Two items are given scores of -1: overcrowding and Welfare, or Aid to Dependent Children.

The Ratio of the number of people in the household to the number of rooms was used is the measure of overcrowding. A score of -1 was given if the ratio were to exceed a value of one.

The mean adjusted Life Chance Score was found to be 3.18 for all CDD VIII students. This value was lower than for Centers IV and V, when

[2] R.A. Dentler and L.J. Monroe, "The Family and Early Adolescent Conformity," Marriage and Family Living, 1961, 23, 241-47.

averages were computed separately. Students in Centers IV and V can be considered to be coming from environments that are more favorable to high school success when compared to those students in Center I. This interpretation would be an application of Dentler's scale as it was conceived by him. (Table 2-22).

Previous Achievement

This section describes the Class VIII population with regard to their academic achievement prior to their entering the program in the tenth grade. The following variables are examined:

1. Seventh grade general average
2. Eighth grade general average
3. Mid-year ninth grade general average
4. Metropolitan Achievement Test (MAT) scores (reading and mathematics)
5. Number of days absent during the fall semester of the ninth year.

General Average

Tables 2-23, 2-24, and 2-25 present means and standard deviations of 7th, 8th, and mid-9th grade general averages of Class VIII students. On the average, these pupils received about a 77 in their 7th grade, 78 in their 8th and 76 in their mid-ninth year.

Metropolitan Achievement Tests

The results of the Metropolitan Achievement Tests are presented in Tables 2-26 to 2-37. Although most students were tested during the middle of the eighth grade there were a sizeable number of exceptions. To allow for this variation in time of testing MAT scores are presented in two ways: in terms of a grade equivalent score and in terms of a score

Table 2-22

Adjusted Life Chances
Scale Score

Class VIII

Center	Number of Respondents	Mean	S.D.	Number of Non-Respondents
I	99	2.21	1.90	0
II	108	2.43	1.92	2
III	118	2.58	1.73	0
IV	118	3.89	2.07	0
V	77	5.30	1.79	0
All Centers	520	3.18	2.17	2

Table 2-23

Seventh Grade General Average

Class VIII

Center	N	No Information	Mean	S.D.
I	75	24	78.61	9.75
II	92	18	77.31	8.02
III	105	13	77.56	8.09
IV	99	19	76.56	8.48
V	70	7	75.08	7.23
All Centers	441	81	77.07	8.37

Table 2-24

Eighth Grade General Average

Class VIII

Center	N	No Information	Mean	S.D.
I	82	17	81.11	8.90
II	100	10	76.72	8.10
III	110	8	79.18	8.03
IV	99	19	76.57	7.74
V	73	4	77.08	7.22
All Centers	464	58	78.10	8.18

Table 2-25

Mid-Ninth Grade

General Average

Class VIII

Center	N	No Information	Mean	S.D.
I	97	2	80.03	8.25
II	103	7	76.78	8.90
III	116	2	77.00	7.91
IV	116	2	74.06	6.29
V	77	0	72.33	5.62
All Centers	509	13	76.16	7.92

equal to the difference between the grade equivalent and the grade placement at time of testing. This latter measure is called a relative score. A positive value of this relative score indicates that the student performed better than the average student in the norm group with the same grade placement at time of testing. A negative value indicates that the students' performance was poorer than that of the average student with the same grade placement at time of testing.

Reading - Students in Class VIII achieved an average grade equivalent of 8.63 on the Paragraph Meaning portion of the Metropolitan Achievement Tests (Table 2-26). The average relative score in Paragraph Meaning was -0.17, indicating about a two-month retardation with respect to grade placement at time of testing (Table 2-27).

The average grade equivalent for the Vocabulary portion of the MAT was 8.57 (Table 2-28). The average relative score was -0.22, representing about 2 month's retardation with respect to grade placement (Table 2-29).

Tables 2-30 and 2-31 present MAT Reading performance in terms of the average of the Paragraph Meaning and Vocabulary scores. The mean grade equivalent was 8.65 (Table 2-30). The mean score relative to grade placement was -0.13, a little over one month behind grade placement (Table 2-31).

Mathematics - Students in Class VIII achieved an average grade equivalent of 8.09 on the Computation portion of the MAT (Table 2-32). The average relative score in Computation was -0.36, about one year, and 3 and one-half months behind grade placement at time of testing (Table 2-33).

The average grade equivalent for the Problem Solving score was 8.03 (Table 2-34). The average relative score was -0.42, representing about a four month lag behind grade placement in Problem Solving (Table 2-35).

Table 2-26

Metropolitan Achievement Test:
Reading Paragraph Meaning Score

Class VIII

(Grade Equivalent Score)

Center	N	No Information	Mean	S.D.
I	65	34	8.65	2.11
II	75	35	8.40	2.13
III	89	29	8.55	2.08
IV	79	39	8.85	1.81
V	9	68	9.17	2.63
All Centers	317	205	8.63	2.05

Table 2-27

Metropolitan Achievement Test:
Reading Paragraph Meaning Score

Class VIII

(Relative to Grade Placement)

Center	N	No Information	Mean	S.D.
I	65	34	-0.27	2.13
II	75	35	-0.38	2.16
III	89	29	-0.26	2.07
IV	79	39	-0.13	1.82
V	9	68	-0.43	2.65
All Centers	317	205	-0.17	2.06

Table 2-28

Metropolitan Achievement Test:
Reading Vocabulary Score

Class VIII
(Grade Equivalent Score)

Center	N	No Information	Mean	S.D.
I	65	34	8.48	1.91
II	75	35	8.40	1.90
III	89	29	8.32	2.20
IV	80	38	9.14	1.91
V	9	68	8.18	2.68
All Centers	318	204	8.57	2.03

Table 2-29

Metropolitan Achievement Test:
Reading Vocabulary Score

Class VIII
(Relative to Grade Placement)

Center	N	No Information	Mean	S.D.
I	65	34	-0.43	1.99
II	75	35	-0.37	1.91
III	89	29	-0.50	2.21
IV	80	38	-0.41	1.93
V	9	68	-0.55	2.70
All Centers	318	204	-0.22	2.04

Table 2-30

Metropolitan Achievement Test:
Reading Average of Paragraph Meaning
and Vocabulary Scores

Class VIII

(Grade Equivalent Score)

Center	N	No Information	Mean	S.D.
I	81	18	8.54	1.74
II	82	28	8.36	1.82
III	94	24	8.34	1.83
IV	95	23	8.93	1.71
V	59	18	9.21	1.68
All Centers	411	111	8.65	1.83

Table 2-31

Metropolitan Achievement Test:
Reading Average of Paragraph Meaning and Vocabulary Scores

Class VIII

(Relative to Grade Placement)

Center	N	No Information	Mean	S.D.
I	81	18	-0.35	1.77
II	82	28	-0.41	1.84
III	94	24	-0.47	1.96
IV	95	23	0.22	1.74
V	59	18	0.50	1.69
All Centers	411	111	-0.13	1.84

Table 2-32

Metropolitan Achievement Test

Math - Computation Score

Class VIII

(Grade Equivalent Score)

Center	N	No Information	Mean	S.D.
I	46	53	8.03	1.82
II	49	61	7.74	1.94
III	71	47	7.96	1.56
IV	53	65	8.61	1.50
V	4	73	8.35	3.04
All Centers	223	299	8.09	1.72

Table 2-33

Metropolitan Achievement Test:

Math - Computation Score

Class VIII

(Relative to Grade Placement)

Center	N	No Information	Mean	S.D.
I	46	53	-0.55	1.75
II	49	61	-0.67	1.95
III	71	47	-0.44	1.59
IV	53	65	0.18	1.53
V	4	73	-0.05	3.04
All Centers	223	299	-0.36	1.72

Table 2-34

Metropolitan Achievement Test

Math-Problem Solving Score

Class VIII

(Grade Equivalent Score)

Center	N	No Information	Mean	S.D.
I	47	52	7.84	1.89
II	48	62	7.67	1.78
III	71	47	7.94	1.74
IV	53	65	8.60	1.81
V	4	73	8.67	2.50
All Centers	223	299	8.03	1.82

Table 2-35

Metropolitan Achievement Test:

Math-Problem Solving Score

Class VIII

(Relative to Grade Placement)

Center	N	No Information	Mean	S.D.
I	47	52	-0.74	1.81
II	48	52	-0.75	1.73
III	71	47	-0.46	1.74
IV	53	65	0.17	1.83
V	4	73	0.27	2.50
All Centers	223	299	-0.42	1.81

Tables 2-36 and 2-37 present MAT Mathematics performance in terms of the average of Computation and Problem Solving scores. The mean grade equivalent for the average of the two scores was 7.95. The mean score relative to grade placement was -0.49 about one half year behind grade placement.

Attendance

Table 2-38 presents data on the attendance of Class VIII students in their first term of the ninth grade. On the average, Class VIII students were absent 6.04 days with a standard deviation of 7.45. The large standard deviation indicates that the students were not homogeneous with respect to the number of days they were away from school.

Retention

Table 2-39 presents data on the retention of Class VIII students during their first year of the program (tenth grade). All changes are accounted for. The first column lists the original enrollment for each Center. The "Drops" category is composed of students who were dropped from the program as well as students who chose to leave. 19 students were admitted beyond the September 1972 date and one person was readmitted after having left the program. Although forty-one of the original 522 students who enrolled in September 1972 "dropped out" of the CDD program by June of the following year, it should not be assumed that those students are no longer enrolled in either the mainstream of that same school or in an another high school. The number of original enrollees retained was 481, resulting in a retention rate of 92.1 per cent.

Table 2-36

Metropolitan Achievement Test

Math-Average of Computation and Problem Solving

Class VIII

(Grade Equivalent Score)

Center	N	No Information *	Mean	S.D.
I	65	34	7.80	1.58
II	62	48	7.76	1.73
III	81	37	7.79	1.54
IV	75	43	8.31	1.57
V	52	25	8.08	1.65
All Centers	335	187	7.95	1.61

* See Tables 2-32 and 2-34

Table 2-37

Metropolitan Achievement Test:

Math-Average of Computation and Problem Solving

Class VIII

(Relative to Grade Placement)

Center	N	No Information	Mean	S.D.
I	65	34	-0.77	1.51
II	62	48	-0.65	1.79
III	81	37	-0.61	1.67
IV	75	43	-0.12	1.59
V	52	25	-0.31	1.65
All Centers	335	187	-0.49	1.61

Table 2-38

Number of Days Absent Fall

Semester of Ninth Grade

Class VIII

Center	N	No Information	Mean	S.D.
I	95	4	5.68	8.61
II	102	8	8.52	9.05
III	108	10	6.08	8.16
IV	111	7	5.61	7.43
V	76	1	3.75	4.08
All Centers	492	30	6.04	7.45

TABLE 2-39

Retention Data (1972-1973)

Class VIII

Center	Original Enrollment 9/72	Drops	Late Admissions	Transfer In	Transfer Out	Re-Admission	June 1973 or Sept. 1973*
I	99	13	10	0	0	0	96
II	110	6	6	0	0	0	110
III	118	11	0	0	0	0	107
IV	118	7	0	0	0	0	111
V	77	4	3	0	0	1	77
All Centers	522	41	19	0	0	1	501

* Enrollment at the end of June and the start of school in September are considered the same. Summer drops are officially dropped September 30th.

Summary

The purpose of this chapter was to describe the eighth entering population of the College Discovery and Development Program. Special emphasis was given to socio-economic background and to the academic ability of each student prior to entering the program. The following socio-economic variables were used: sex, ethnicity, age, family structure, living conditions, economic data, employment and education of parents, years at present address, number of schools attended and the Dentler Life Chances Scale Score. The following academic measures were used: 7th, 8th, and mid-year 9th grade general averages, Metropolitan Achievement Test Reading and Mathematics scores, and the number of days absent during the fall semester of the ninth year. All of the preceding data were obtained from Personal Information Forms and Nomination Forms filled out by the candidate and the nominating counselor, respectively.

A final third section provided an overview of Class VI in regard to retention data. The retention rate for Class VIII students after one year in the CDD program is 92.1 per cent.

Means and standard deviations on socio-economic and academic measures for All Centers combined is provided in Table 2-40. All socio-economic variables for which frequency counts were used have been omitted from the table. In regard to those remaining variables the reader is referred to preceding tables. As can be seen in Table 2-40, the average Class VIII student is about 15 years old. He comes from a family of about five to six members. He lives in a dwelling composed of approximately five rooms with rent over $125.00 per month. His Life Chances Scale Score is 3.18. In addition his 7th, 8th and mid-year 9th grade general averages

TABLE 2-40

Mean and Standard Deviation for All Centers
Combined on Socio-economic and Academic Measures

Class VIII

VARIABLE	N	Mean	Standard Deviation
Socio-economic			
Age	521	15.34	6.26
No. of Rooms per Household	405	4.95	1.12
No. of Persons per Household	517	5.30	1.80
No. of Persons per Room per Household	404	1.08	0.39
Monthly Rent	445	125.08	53.92
Total Weekly Income	473	144.98	60.45
Years at Present Address	505	6.68	4.52
Adjusted Life Chances Scale Score	520	3.18	2.17
Academic			
7th Grade General Average	441	77.07	8.37
8th Grade General Average	464	78.10	8.18
Mid-Year 9th Grade General Average	509	76.16	7.92
MAT Reading:			
Paragraph Meaning	317	8.63	2.05
Vocabulary	318	8.57	2.03
MAT Mathematics:			
Comprehensive	223	8.09	1.72
Problem Solving	223	8.03	1.82
No. of Days Absent:			
Fall Semester - 9th Grade	492	6.04	7.45

were, on the average, in the upper 70s. He scored at about grade level on the MAT Reading and about one half year below grade level on the MAT Mathematics.

The large standard deviation for most of these variables, however, would indicate that Class VI students vary considerably in terms of the socio-economic and academic variables used.

CHAPTER 3

HIGH SCHOOL ATTENDANCE AND ACHIEVEMENT ALL CLASSES

(1972-1973)

This chapter presents data on academic performance and attendance for Classes VI, VII, and VIII. Regents grades, because of their greater comparability from Center to Center, are used instead of course grades as measures of academic achievement.

Fall Semester

Class VI

Data on fall semester general averages for Class VI students (seniors) are presented in Table 3-1. The means ranged from 66.15 to 75.97. For all Centers combined the mean general average was 73.02 with 85.03% of the students receiving averages of 65 and above.

Performance data for the four year English regents for students in Class VI are presented in Table 3-2. Means ranged from 55.00 to 71.33 with a combined mean for all Centers of 65.35. The percentage of students who passed the four year English regents was 60.3.

Data on the Class VI mathematics regents are presented in Table 3-3. Means ranged from 41.43 to 64.68. The combined mean for all Centers was 49.89 with 29.72% passing.

Attendance data for Class VI students for the fall semester are presented in Table 3-4. The mean number of days absent ranged from 6.81 to 19.97 with a mean across Centers of 11.55. There was considerable variability in attendance within the individual Centers.

TABLE 3-1

Fall Semester

General Average

Class VI

Center	N	Mean	S.D.
I	81	75.97	9.42
II	65	75.58	9.72
III	104	66.15	20.31
IV	70	77.21	6.86
V	61	73.26	7.86
All Centers	381	73.02[a]	13.55

[a]85.03% of the students received averages of 65 and above.

TABLE 3-2

Fall Semester

English Regents

Class VI

Center	N	Mean	S.D.
I	70	66.11	9.11
II	57	64.28	11.42
III	1	55.00	0.00
IV	-	-	-
V	3	71.33	2.38
All Centers	131	65.35[a]	10.13

[a]60.30% of the students received scores of 65 and above.

TABLE 3-3

Fall Semester

Math Regents

Class VI

Center	N	Mean	S.D.
I	16	64.68	17.72
II	11	53.18	17.24
III	23	41.43	14.76
IV	16	42.81	13.92
V	8	54.25	21.25
All Centers	74	49.89[a]	18.41

[a] 29.72% of the students received scores of 65 and above.

TABLE 3-4

Fall Semester

Absences

Class VI

Center	N	Mean	S.D.
I	77	7.12	9.09
II	64	10.17	6.69
III	104	19.97	22.36
IV	70	6.81	4.88
V	61	9.70	7.39
All Centers	376	11.55	14.26

Class VII

The means and standard deviations of general averages for students in Class VII (juniors) are presented in Table 3-5. The means ranged from 66.57 to 74.85. The combined mean for all Centers was 72.29 with 83.85% of the students receiving averages of 65 and above.

Table 3-6 presents performance data for the fall semester mathematics regents for students in Class VII. The means ranged from 47.54 to 65.26 with a combined mean for all Centers of 52.23. The percentage of students who passed the fall semester math regents was 30.9.

Data on absences for the fall semester are presented in Table 3-7. The mean number of days absent ranged from 5.70 to 15.07 with a combined mean of 9.44 for the five Centers. There was considerable variability in attendance within the individual Centers.

Class VIII

The means and standard deviations of general averages for students in Class VIII (sophomores) are presented in Table 3-8. The means for the Centers varied from 70.51 to 76.03. For all Centers combined the mean was 74.19 with 85.54% of the students receiving grades of 65 and above.

Table 3-9 presents data on the fall semester math regents for students in Class VIII. The means ranged from 55.93 to 67.27. Across Centers the mean was 61.12 with 54.28% of the students receiving passing scores.

Attendance data for Class VIII students for the fall semester are presented in Table 3-10. The mean number of days absent ranged from 5.21 to 8.51. For all Centers combined the mean was 6.8.

TABLE 3-5

Fall Semester

General Average

Class VII

Center	N	Mean	S.D.
I	100	71.92	10.63
II	96	74.64	11.45
III	94	66.57	16.94
IV	111	74.85	5.80
V	76	73.14	7.56
All Centers	477	72.29[a]	11.48

[a]83.85% of the students received averages of 65 and above.

TABLE 3-6

Fall Semester

Math Regents

Class VII

Center	N	Mean	S.D.
I	19	65.26	20.94
II	33	48.54	16.39
III	35	47.54	19.96
IV	51	50.72	16.21
V	27	56.51	19.46
All Centers	165	52.23[a]	18.82

[a]30.90% of the students received scores of 65 and above.

TABLE 3-7

Fall Semester

Absences

Class VII

Center	N	Mean	S.D.
I	75	8.73	8.47
II	93	9.50	9.34
III	92	15.07	16.98
IV	111	5.70	4.23
V	76	8.73	11.05
All Centers	447	9.44	11.13

TABLE 3-8

Fall Semester

General Average

Class VIII

Center	N	Mean	S.D.
I	97	73.31	11.86
II	106	73.90	9.41
III	113	76.03	13.05
IV	118	75.83	7.91
V	78	70.51	6.15
All Centers	512	74.19[a]	10.26

[a] 85.54% of the students received averages of 65 and above.

TABLE 3-9

Fall Semester

Math Regents

Class VIII

Center	N	Mean	S.D.
I	12	65.08	17.38
II	30	58.46	20.37
III	32	55.93	26.82
IV	43	67.27	18.04
V	23	58.26	14.25
All Centers	140	61.12[a]	20.58

[a] 54.28% of the students received scores of 65 and above.

TABLE 3-10

Fall Semester

Absences

Class VIII

Center	N	Mean	S.D.
I	97	6.36	6.87
II	105	7.82	8.29
III	113	8.51	11.10
IV	118	5.21	4.00
V	78	5.92	5.44
All Centers	511	6.80	7.73

Spring Semester

Class VI

Data on spring semester general averages for Class VI students (seniors) are presented in Table 3-11. Means varied from 72.67 to 77.83, with a combined mean for all Centers of 75.49. Ninety point seven percent of the students achieved averages of 65 or better.

Data for the spring semester English regents for students in Class VI are presented in Table 3-12. The means for the five Centers ranged from 65.41 to 81.06. For all Centers combined the mean score was 71.36 with 87.05% of the students receiving passing grades.

Table 3-13 presents data on the spring semester history regents for students in Class VI. Means for the five Centers ranged from 66.38 to 77.25. For all Centers combined the mean grade was 70.79 with 88.25% of the students receiving passing grades.

Data for the spring semester mathematics regents for Class VI are presented in Table 3-14. The means ranged from 45.60 to 61.43, with a combined mean for all Centers of 55.05. The percentage of students who received passing grades was 40.

The means and standard deviations of the grades received by Class VI students on the spring semester science regents are presented in Table 3-15. The Center means ranged from 59.50 to 67.75. For all Centers combined the mean score was 62.39 with 53.01% of the students passing.

Performance data on the spring semester foreign language regents for Class VI students are presented in Table 3-16. Means for the Centers ranged from 68.12 to 73.50. For all Centers combined the mean score was 70.67 with 72.41% of the students receiving passing grades.

TABLE 3-11

Spring Semester

General Average

Class VI

Center	N	Mean	S.D.
I	79	77.83	8.12
II	64	75.78	12.40
III	89	72.67	12.71
IV	67	76.79	6.02
V	56	74.82	7.49
All Centers	355	75.49[a]	10.08

[a] 90.70% of the students received averages of 65 and above.

TABLE 3-12

Spring Semester

English Regents

Class VI

Center	N	Mean	S.D.
I	33	81.06	7.29
II	23	78.52	6.62
III	78	65.41	11.34
IV	66	70.19	7.62
V	55	72.40	6.97
All Centers	255	71.36[a]	10.16

[a] 87.05% of the students received scores of 65 and above.

TABLE 3-13

Spring Semester

History Regents

Class VI

Center	N	Mean	S.D.
I	62	77.25	8.23
II	49	71.08	8.52
III	75	68.58	9.94
IV	41	70.53	6.56
V	54	66.38	10.00
All Centers	281	70.79[a]	9.63

[a] 88.25% of the students received scores of 65 and above.

TABLE 3-14

Spring Semester

Math Regents

Class VI

Center	N	Mean	S.D.
I	23	61.43	20.26
II	15	54.20	15.50
III	12	51.75	14.21
IV	10	45.60	12.21
V	-	-	-
All Centers	60	55.05[a]	17.43

[a] 40.0% of the students received scores of 65 and above.

TABLE 3-15

Spring Semester

Science Regents

Class VI

Center	N	Mean	S.D.
I	6	59.50	5.50
II	28	60.82	14.05
III	12	67.75	11.95
IV	24	60.54	13.09
V	13	65.61	20.32
All Centers	83	62.39[a]	14.25

[a] 53.01% of the students received scores of 65 and above.

TABLE 3-16

Spring Semester

Foreign Language Regents

Class VI

Center	N	Mean	S.D.
I	14	71.00	17.93
II	21	69.23	11.45
III	10	73.50	18.83
IV	5	74.20	7.79
V	8	68.12	13.80
All Centers	58	70.67[a]	14.39

[a] 72.41% of the students received scores of 65 and above.

Table 3-17 presents data on the attendance of students in Class VI during the spring semester. The mean number of days absent ranged from 5.45 to 13.22. For all Centers combined the mean was 11.56.

Data on the attendance of students in Class VI during the academic year 1972-1973 are presented in Table 3-18. Means for the five Centers varied from 11.65 to 26.60. For all five Centers combined the mean number of days absent was 21.75.

Class VII

Data on general averages for students in Class VII (juniors) are presented in Table 3-19. Center means ranged from 67.25 to 75.81. The mean for all Centers combined was 72.07 with 83.07% of the students receiving averages of 65 and above.

Data on the spring semester mathematics regents for Class VII are presented in Table 3-20. Means ranged from 45.19 to 68.70 with a combined mean for all Centers of 53.75. The percentage of students who received passing grades was 38.70.

Table 3-21 presents performance data on the spring semester science regents for students in Class VII. Means for the various Centers ranged from 61.45 to 66.37, with a combined mean for all Centers of 63.99. The percentage of students who passed was 51.40.

Performance data on the spring semester foreign language regents for Class VII are presented in Table 3-22. The means ranged from 60.1 to 76.28. For all Centers combined the mean was 67.99 with 66.14% of the students receiving passing grades.

Data on spring semester attendance for Class VII are presented in Table 3-23. The mean number of days absent for Class VII students ranged from 6.00 to 17.22. For all Centers combined the average was 10.23. Variability within the individual Centers was high.

TABLE 3-17

Spring Semester

Absences

Class VI

Center	N	Mean	S.D.
I	64	9.43	10.77
II	61	12.54	11.94
III	88	13.22	11.33
IV	20	5.45	3.56
V	55	12.52	11.83
All Centers	288	11.56	11.23

TABLE 3-18

Total Absences
(1972-73)

Class VI

Center	N	Mean	S.D.
I	55	15.83	17.40
II	60	22.66	17.28
III	88	26.60	22.88
IV	20	11.65	7.26
V	55	22.58	18.00
All Centers	278	21.75	19.39

TABLE 3-19

Spring Semester

General Average

Class VII

Center	N	Mean	S.D.
I	96	69.42	14.63
II	95	75.81	10.21
III	87	67.25	14.52
IV	104	74.11	6.30
V	73	73.53	6.12
All Centers	455	72.07[a]	11.46

[a] 83.07% of the students received averages of 65 and above.

TABLE 3-20

Spring Semester

Math Regents

Class VII

Center	N	Mean	S.D.
I	17	68.70	21.09
II	14	59.71	17.80
III	31	45.19	20.43
IV	44	49.15	16.09
V	18	60.94	19.61
All Centers	124	53.75[a]	20.13

[a] 38.70% of the students received scores of 65 and above.

TABLE 3-21

Spring Semester

Science Regents

Class VII

Center	N	Mean	S.D.
I	22	61.45	9.38
II	74	61.59	11.12
III	17	66.35	10.80
IV	72	66.37	9.78
V	29	64.72	9.51
All Centers	214	63.99[a]	10.42

[a] 51.40% of the students received scores of 65 and above.

TABLE 3-22

Spring Semester

Foreign Language Regents

Class VII

Center	N	Mean	S.D.
I	14	76.28	14.47
II	26	70.88	14.37
III	21	69.23	17.98
IV	36	68.52	9.27
V	30	60.10	14.28
All Centers	127	67.99[a]	14.46

[a] 66.14% of the students received scores of 65 and above.

TABLE 3-23

Spring Semester

Absences

Class VII

Center	N	Mean	S.D.
I	28	11.35	12.02
II	93	8.90	8.20
III	86	17.22	19.60
IV	93	6.00	4.55
V	72	8.63	6.44
All Centers	372	10.23	12.05

TABLE 3-24

Total Absences
(1972-73)

Class VII

Center	N	Mean	S.D.
I	26	19.03	19.86
II	87	17.05	13.59
III	85	30.45	34.05
IV	92	11.84	7.66
V	71	15.56	11.27
All Centers	361	18.73	20.71

Data on total absences of Class VII students during the academic year 1972-73 are presented in Table 3-24. The Center means varied from 11.84 to 30.45. For all Centers combined the mean was 18.73.

Class VIII

Table 3-25 presents data on general averages for the spring semester for Class VIII students (sophomores). The Center means varied from 70.66 to 75.28. For all Centers combined the mean was 72.61 with 82.66% of the students receiving averages of 65 and above.

Performance data on the spring semester math regents for Class VIII are presented in Table 3-26. Means for the five Centers ranged from 46.49 to 69.57. For all Centers combined the mean score attained was 56.14 with 43.64% of the students passing.

Data on the spring semester science regents for Class VIII are presented in Table 3-27. The means for the Centers varied from 60.16 to 72.52. For all Centers combined the mean was 66.89 with 60.19% of the students receiving passing grades.

Data on the spring semester foreign language regents for students in Class VIII are presented in Table 3-28. Means for the five Centers ranged from 59.41 to 80.06, with a combined mean of 70.49. The percentage of students who passed the foreign language regents was 64.48.

Table 3-29 presents attendance data for the spring semester for Class VIII. The mean number of days absent ranged from 5.43 to 10.85. For all Centers combined the mean number of days absent was 8.18. Variability was high within individual Centers.

TABLE 3-25

Spring Semester

General Average

Class VIII

Center	N	Mean	S.D.
I	103	70.66	14.93
II	110	71.99	12.00
III	107	73.95	12.80
IV	100	75.28	6.72
V	76	70.78	7.44
All Centers	496	72.61[a]	11.56

[a] 82.66% of the students received averages of 65 and above.

TABLE 3-26

Spring Semester

Math Regents

Class VIII

Center	N	Mean	S.D.
I	26	69.57	17.20
II	55	46.49	22.40
III	58	53.29	22.31
IV	59	59.37	17.63
V	38	60.28	14.85
All Centers	236	56.14[a]	20.69

[a] 43.64% of the students received scores of 65 and above.

TABLE 3-27

Spring Semester

Science Regents

Class VIII

Center	N	Mean	S.D.
I	60	60.16	9.44
II	82	63.42	11.52
III	101	72.52	11.63
IV	97	71.88	10.29
V	72	61.83	10.85
All Centers	412	66.89[a]	12.00

[a] 60.19% of the students received scores of 65 and above.

TABLE 3-28

Spring Semester

Foreign Language Regents

Class VIII

Center	N	Mean	S.D.
I	27	73.55	17.93
II	30	70.16	21.40
III	72	80.06	15.59
IV	70	66.88	14.77
V	46	59.41	15.33
All Centers	245	70.49[a]	17.87

[a] 64.48% of the students received scores of 65 and above.

TABLE 3-29

Spring Semester

Absences

Class VIII

Center	N	Mean	S.D.
I	80	9.88	11.09
II	110	7.79	7.74
III	106	10.85	11.21
IV	91	5.43	4.48
V	76	6.52	6.57
All Centers	463	8.18	8.88

TABLE 3-30

Total Absences
(1972-73)

Class VIII

Center	N	Mean	S.D.
I	77	15.40	16.17
II	103	14.81	12.93
III	106	18.22	17.84
IV	91	10.49	6.94
V	75	12.61	11.52
All Centers	452	14.48	13.95

Data on absences for the academic year 1972-1973 for students in Class VIII are presented in Table 3-30. The mean number of days absent varied from 10.49 to 18.22. For all Centers combined the mean was 14.48 days. Variability within the individual Centers was high.

Summary

This chapter has presented data on the academic performance and attendance of Classes VI, VII, and VIII during the school year 1972-1973. The means and standard deviations of each variable were given for each Center separately and for all Centers combined. Table 3-31 (fall semester) and Table 3-32 (spring semester) summarize the data in this chapter by presenting, for each variable, the means and standard deviations for all Centers combined.

TABLE 3-31

Summary of Fall Semester Academic

Performance and Attendance

(All Centers Combined)

Classes VI, VII and VIII

Class	Variable	N	Mean	S.D.
VI	General Average	381	73.02	13.55
	English Regents	131	65.35	10.13
	Math Regents	74	49.89	18.41
	Absences	376	11.55	14.26
VII	General Average	477	72.29	11.48
	Math Regents	165	53.23	18.82
	Absences	447	9.44	11.13
VIII	General Average	512	74.19	10.26
	Math Regents	140	61.12	20.58
	Absences	511	6.80	7.73

TABLE 3-32

Summary of Spring Semester Academic Performance and Attendance:

(All Centers Combined)

Class VI, VII, and VIII

Class	Variable	N	Mean	S.D.
VI	General Average	355	75.49	10.08
	English Regents	255	71.36	10.16
	History Regents	281	70.79	9.63
	Math Regents	60	55.05	17.43
	Science Regents	83	62.39	14.25
	Foreign Language Regents	58	70.67	14.39
	Spring Absences	288	11.56	11.23
	Total Absences	278	21.75	19.39
VII	General Average	455	72.07	11.46
	Math Regents	124	53.75	20.13
	Science Regents	214	63.99	10.42
	Foreign Language Regents	127	67.99	14.46
	Spring Absences	372	10.23	12.05
	Total Absences	361	18.73	20.71
VIII	General Average	496	72.61	11.56
	Math Regents	236	56.14	20.69
	Science Regents	412	66.89	12.00
	Foreign Language Regents	245	70.49	17.87
	Spring Absences	463	8.18	8.88
	Total Absences	452	14.48	13.95

CHAPTER 4

COLLEGE PROGRESS OF CDD STUDENTS IN CLASSES I, II, III, IV AND V

The primary purpose of the College Discovery and Development Program has been to recognize students with strong potential and to improve their chances for higher education. The longitudinal study reported here is one of a series undertaken to give an account of the college progress of College Discovery and Development students in New York City.

As of September 1973, 30 members of CDD Class I had graduated from college and Class II had seven former students with bachelor's degrees. Class III had completed three years of higher education (12 associate of arts degrees awarded) and Class IV, having finished two years of college, was proud of its 11 recipients of A.A. degrees. Class V, enrolled in the tenth grade in September 1969, has ended its first year of college. Also, it should be noted that Class I members had received 42 Associate of Arts degrees and Class II alumni had earned 47 A.A. degrees.

In the fall of 1973, college transcripts were collected for CUNY students from CDD Classes I, II, III, IV and V, whose records could be obtained. (Problems in locating students in SUNY and private colleges led to a decision not to include their data here as in the previous study.) The N's recorded in this report for each CDD class are somewhat smaller than the total of all CDD students enrolled in CUNY colleges; often a student's written consent was required by the college before it would release his transcript. Because a student's address while attending college was sometimes difficult to get, transcript release authorization for these individuals was not received. In a few instances CDD had lost contact

with certain students who moved from one college to another within the City University.

The academic record of those CUNY students for whom college transcripts were obtained has been summarized in terms of the following measures: enrollment by semester, graduation rate, retention rate by semester, grade point average (by semester and cumulative) and the number of credits each student had attempted, earned, failed, passed, left incomplete, or from which he withdrew (by semester). Course grades were quantified by assigning numberical values as follows: A=4.00, B=3.00, C=2.00, D=1.00, F=0.00.

College Status of CDD Students Attending The City University of New York

Tables 4-1 through 4-10 present data on the college status of Classes I, II, III, IV, and V based on transcripts received prior to February 1974. It should be noted that acquisition of new data results in increased frequencies in certain cells of the cited tables. Note also that data from private and SUNY colleges are not entered in these tables but were found in the Fifth Annual Report for the 1969-1970 year.

Table 4-1 reports the status of Class I graduates enrolled in CUNY Community Colleges. Of the 207 students who entered the City University in September 1968, 168 (81.2%) enrolled in one of the community colleges. Forty-two Associate of Arts Degrees were awarded during the period of eight semesters. Twenty of the graduates re-enrolled in four-year colleges.

Table 4-2 shows the enrollment of Class I students in CUNY senior colleges. Thirty-nine of the initial 207 students began their first semester at senior colleges in September 1968; by the end of the tenth

TABLE 4-1

STATUS OF CLASS I GRADUATES

ENROLLED IN CUNY COMMUNITY COLLEGES

	SEMESTERS											
	1	2	3	4	5	6	7	8	9	10	11	
Initial Enrollees	168											
Re-Enrollees From Previous Semester		156	134	110	68	35	12	7	3	2	3	
Late Entries				1								
Re-Entries			2		1			2		1		
Drops	12	21	25	29	15	11	4	3				
Leaves of Absence			1	2	1							
Transfers Out To CUNY		1			2	2						
Transfers Out To Other Institutions					1							
Grads With AA Degrees (Not Enrolled in CUNY 4 Yr. Colleges)				6	8	5		3				22
Grads With A.A. Degrees (Re-Enrolled in CUNY 4 Yr. Colleges)				4	6	4	1		1			16
Grads With A.A. Degrees (Re-Enrolled in Non-Cuny 4 Yr. Colleges)				2	1	1						4
Total College Grads. (Associate Arts Degree)				12	15	10	1	3	1			42

Total College Graduates

TABLE 4-2

STATUS OF CLASS I GRADUATES

ENROLLED IN CUNY SENIOR COLLEGES

SEMESTERS

	1	2	3	4	5	6	7	8	9	10	11	
Initial Enrollees	39											
Re-Enrollees From Previous Semester		34	31	30	30	38	48	54	44	31	10	
Late Entries												
Re-Entries			1		1							
Transfers In From 2 Yr. CUNY					1							
Transfers In From Other Institutions												
Graduated In From 2 Yr. CUNY					8	11	7	3	2			
Drops	5	3	1		1	1	1	1	7	11		
Leaves of Absence			1									
Transfers Out To CUNY					1							Total College Graduates
Transfers Out To Other Institutions												
Graduated From 4 Yr. CUNY (Bachelor's Degrees)								12	8	10		30

semester there were a total of 30 CUNY graduates (14.5% of the original class). Forty-four students enrolled for a ninth semester.

Similar data for Class II indicates that 146 of the 164 enrollees (89.0%) in CUNY registered at Community Colleges in September 1969, as presented in Table 4-3. Associate Degrees were awarded to 47 students during a span of 8 semesters, and 5 students went on to a ninth semester. Fifteen of the 47 graduates re-enrolled in four-year colleges. Senior colleges had an initial enrollment of 18 students from Class II (11.0% of 164) (Table 4-4) and by September 1973 (8th semester) 24 students were enrolled.

In September 1971, 58 of the 126 Class III students (46.0%) who registered in CUNY started their first semester in Community Colleges (Table 4-5). After 6 semesters 12 students had graduated with Associate of Arts Degrees, two of whom re-enrolled in CUNY 4-year colleges. As of September 1973, 24 students were enrolled for a fifth semester. Sixty-eight Class III students (54.0% of 126) entered their first semester in a CUNY senior college in September 1971 as shown in Table 4-6. Twenty-two students went on to a seventh semester in September 1973.

Table 4-7 details the college disposition of Class IV students who entered CUNY Community Colleges. It shows that 94 of the 205 students (45.8%) started their first semester in September 1972. By September 1973, 33 students were enrolled for a fifth semester. Table 4-8 presents the College progress of Class IV CUNY senior college students. One hundred and eleven (54.2% of 205) of these students registered for their first semester in September 1972; September of the following year showed 80 students enrolled for a fifth semester. Table 4-9 shows Class V with 117 students (48.0% of the 244 college enrollees) entering community colleges of the City University in September 1972 and Table 4-10 indicates that 127 members (52.0%) of CDD Class V entered CUNY senior colleges the same September and 79 re-enrolled the following fall (1973).

TABLE 4-3

STATUS OF CLASS II GRADUATES

ENROLLED IN CUNY COMMUNITY COLLEGES

	SEMESTERS									
	1	2	3	4	5	6	7	8	9	
Initial Enrollees	146									
Re-Enrollees From Previous Semesters		125	100	94	64	37	7	8	5	
Late Entries		4	2							
Re-Entries					1		2	2		
Drops	21	29	7	14	14	15	1	1		
Leaves of Absence			1		1					
Transfers Out To CUNY				1						
Transfers Out To Other Institutions										Total College Graduates
Grads With AA Degrees (Not Enrolled in CUNY 4 Yr. Colleges)				10	4	14		4		32
Grads With A.A. Degrees (Re-Enrolled in CUNY 4 Yr. Colleges)				3	9	1				13
Grads With A.A. Degrees (Re-Enrolled in NON-CUNY 4 Yr. Colleges)				2						2
Total College Grads. (A.A.)				15	13	15		4		47

TABLE 4-4

STATUS OF CLASS II GRADUATES

ENROLLED IN CUNY SENIOR COLLEGES

SEMESTERS

	1	2	3	4	5	6	7	8	9	
Initial Enrollees	18									
Re-Enrollees From Previous Semester		17	18	18	16	19	25	19	6	
Late Entries										
Re-Entries										
Transfers In From 2 Yr. CUNY		1			2	1	1			
Transfers In From Other Institutions										
Grads In From 2 Yr. CUNY					1	5	3			
Drops				2			7	8		
Leaves of Absence							1			
Transfers Out To CUNY	1									
Transfers Out To Other Institutions										Total College Graduates
Graduated From 4 Yr. CUNY (Bachelor's Degrees)							2	5		7

TABLE 4-5

STATUS OF CLASS III GRADUATES

ENROLLED IN CUNY COMMUNITY COLLEGES

	SEMESTERS							
	1	2	3	4	5	6	7	
Initial Enrollees	58							
Re-Enrollees From Previous Semesters		53	36	36	24	16	6	
Late Entries		1						
Re-Entries			2	1		1		
Drops	4	17	2	7	4	8		
Leaves of Absence	1	1		1				
Transfers Out To CUNY								
Transfers Out To Other Institutions								
Grads With AA Degrees (Not Enrolled in CUNY 4 Yr. Colleges)				3	4	3		Total College Graduates 10
Grads With A.A. Degrees (Re-Enrolled in CUNY 4 Yr. Colleges)				2				2
Grads With A.A. Degrees (Re-Enrolled in Non-CUNY 4 Yr. Colleges)								
Total College Grads. (A.A.)				5	4	3		12

TABLE 4-6

STATUS OF CLASS III GRADUATES

ENROLLED IN CUNY SENIOR COLLEGES

SEMESTERS

	1	2	3	4	5	6	7
Initial Enrollees	68						
Re-Enrollees From Previous Semester		60	52	47	35	34	22
Late Entries							
Re-Entries					2	2	
Transfers In From 2 Yr. CUNY				1	1	1	
Transfers In From Other Institutions							
Graduated In From 2 Yr. CUNY					1		
Drops	8	8	5	11	4	15	
Leaves of Absence				2	1		
Transfers Out To CUNY							
Transfers Out To Other Institutions							

TABLE 4-7

STATUS OF CLASS IV GRADUATES

ENROLLED IN CUNY COMMUNITY COLLEGES

	SEMESTERS					
	1	2	3	4	5	
Initial Enrollees	94					
Re-Enrollees From Previous Semesters		75	62	49	33	
Late Entries		1	1			
Re-Entries			3	1		
Drops	16	12	17	6		
Leaves of Absence	3	2				
Transfers Out To CUNY						
Transfers Out To Other Institutions						Total College Graduates
Grads With AA Degrees (Not Enrolled in CUNY 4 Yr. Colleges)				6		6
Grads With A.A. Degrees (Re-Enrolled in CUNY 4 Yr. Colleges)				4		4
Grads With A.A. Degrees (Re-Enrolled in Non-CUNY 4 Yr. Colleges)				1		1
Total College Grads (Associate Arts Degree)				11		11

TABLE 4-8

STATUS OF CLASS IV GRADUATES
ENROLLED IN CUNY SENIOR COLLEGES

SEMESTERS

	1	2	3	4	5
Initial Enrollees	111				
Re-Enrollees From Previous Semester		106	94	82	80
Late Entries					
Re-Entries				1	
Transfers In From 2 Yr. CUNY					
Transfers In From Other Institutions					
Graduated In From 2 Yr. CUNY					
Drops	5	12	10	3	
Leaves of Absence			2		
Transfers Out To CUNY					
Transfers Out To Other Institutions					

TABLE 4-9

STATUS OF CLASS V GRADUATES

ENROLLED IN CUNY COMMUNITY COLLEGES

	SEMESTERS		
	1	2	3
Initial Enrollees	117		
Re-enrollees From Previous Semester		102	86
Late Entries			
Re-entries			
Drops	15	16	
Leaves of Absence			
Transfers Out To CUNY			
Transfers Out To Other Institutions			

TABLE 4-10

STATUS OF CLASS V GRADUATES

ENROLLED IN CUNY SENIOR COLLEGES

	SEMESTERS		
	1	2	3
Initial Enrollees	127		
Re-enrollees From Previous Semester		102	79
Late Entries		1	
Re-entries			
Transfers In From CUNY			
Transfers In From Other Institutions			
Graduate In From 2 Yr. CUNY			
Drops	21	24	
Leaves of Absence	1		
Transfers Out To CUNY	1		
Transfers Out To Other Institutions	2		

College Academic Performance of CDD Graduates by Semester

Tables 4-11 through 4-15 present an overview of the academic performance of CDD students (Classes I, II, III, IV and V) in terms of grade point average (GPA), credits earned (A,B,C, or D), failed, passed, incomplete, and withdrawn.

Additional variables were created by dividing the number of credits a student earned, failed, passed, left incomplete and/or withdrawn by the number of credits he attempted and multiplying the result by 100. The means of these variables are displayed in the column labeled "Mean%".

Calculation of GPAs was based only on courses for which letter grades were assigned: A,B,C,D, or F. In courses with a pass-fail option, the grade of P was not quantified and was therefore excluded from calculations of GPA. However, a grade of F in a pass-fail course was counted, having been given a numerical value of zero.

All the courses some students attempted resulted in a combination of passes, incompletes, and withdrawals in each semester; no GPAs were computed for these students. The number of such students in each semester is displayed in the column labeled "NO GPA". The "N" column refers to the number of students who attempted credits (and for whom transcripts were available). Therefore, to find the number of students having GPAs in any semester, subtract "NO GPA" from "N".

For Class I (Table 4-11) the mean grade point average (GPA) for the first semester in college was 1.63 a little better than a D+. By the tenth semester, this average had increased to 2.79 (considerably above a C+) for those students remaining in college. It should be kept in mind that these tables present data for senior and community colleges combined,

and by the tenth semester some of the students originally registered at community colleges had graduated. Class II (Table 4-12) reveals a somewhat different comparison of the GPA. The mean GPA for the first semester in college was 1.73 which is about half way between a D+ and a C. For the eighth semester, this average was 2.48, slightly below a C+. For Class III the mean GPA for the first semester was 2.05, a little more than a C, and 2.26 for the sixth semester (see Table 4-13). Class IV (Table 4-14) had a mean GPA of 2.12 in its first semester (slightly above a C) and in the fourth semester the GPA was 1.96 or a high C-. Table 4-15 shows the first semester GPA for CDD Class V to be also 2.12 (somewhat above C) and in its second semester this class earned a GPA of exactly a C (2.00).

The total number of credits a student has successfully completed can be found by summing the categories of credits earned (grades of A,B,C, or D) and credits passed (courses for which no mark other than P is given).

As previous evaluations indicate, students who continued in college earned higher GPAs, undertook stronger programs and successfully completed more credits. Class I on the average, successfully completed 9.04 (9.00 earned + 0.04 passed) credits during the first semester and 10.69 (9.94 + 0.75) during the tenth semester. This same trend is also found in Class II. During the first semester students in this class successfully completed, on the average, 9.52 (9.49 + 0.03) credits and 13.15 (12.40 + 0.75) credits during the eighth semester. The mean GPA for Class III rose to 2.26 for the sixth semester, mean credits successfully completed did show a noticeable increase from 10.70 (10.53 + 0.17) in the fourth semester to 12.42 (11.07 + 1.35) in the sixth. Class IV showed 8.66 (8.60 + 0.06) credits completed

Table 4-11
COLLEGE ACADEMIC PERFORMANCE OF
CLASS I GRADUATES BY SEMESTER

				CREDITS													
		G.P.A*		ATTEMPTED		EARNED			FAILED			PASSED **			INCOMPLETE			WITHDRAWN		
SEM	N	MEAN	S.D.	MEAN	S.D.	MEAN	S.D.	MEAN%	MEAN	S.D.	MEAN%	MEAN	S.D.	MEAN%	MEAN	S.D.	MEAN%	MEAN	S.D.	MEAN%
1	201	1.63	0.81	13.12	3.84	9.00	5.32	67.91	1.92	3.27	15.26	0.04	0.37	0.27	0.11	0.71	0.81	2.00	3.62	15.71
2	182	1.82	0.84	15.60	3.97	10.80	6.42	66.35	1.83	2.81	12.38	0.42	1.77	2.71	0.12	0.65	0.96	2.39	3.88	17.54
3	159	1.85	0.97	13.27	3.67	8.93	5.63	65.73	1.58	2.76	12.71	0.04	0.46	0.38	0.31	1.48	3.03	2.36	3.97	18.10
4	134	2.31	0.85	14.00	3.91	9.27	5.43	65.87	0.32	1.04	2.29	0.89	2.20	6.34	1.12	2.55	8.07	2.36	3.50	17.37
5	101	2.39	0.87	14.76	4.94	10.57	6.56	70.18	0.85	2.07	5.59	0.52	2.04	3.37	0.67	1.90	4.58	2.13	3.53	16.22
6	73	2.51	0.91	15.25	4.08	10.89	6.48	71.28	0.35	1.39	2.84	1.07	3.97	5.41	1.35	2.88	9.71	1.55	3.38	10.71
7	52	2.42	1.05	12.75	3.31	8.07	5.73	63.53	0.57	1.40	5.79	1.68	4.47	11.62	1.21	3.21	7.78	1.18	2.95	11.24
8	39	2.60	0.93	15.92	4.28	10.96	5.84	69.86	0.60	1.74	4.18	2.30	5.06	14.34	1.07	2.88	5.41	0.96	2.04	6.16
9	40	2.59	0.95	13.48	3.68	10.60	5.28	79.44	0.79	2.32	5.46	0.21	0.83	1.62	0.79	1.84	6.07	1.04	2.48	7.36
10	28	2.79	0.95	13.46	5.53	9.94	7.37	70.24	0.67	2.16	4.65	0.75	3.08	4.66	0.71	1.78	7.84	1.37	2.94	12.57

* Numerical grade values are equivalent to letter grades as follows: A=4.00; B=3.00; C=2.00; D=1.00; F=0.00.

** Passed (No letter grade given) not included in GPA.

Table 4-12

COLLEGE ACADEMIC PERFORMANCE OF
CLASS II GRADUATES BY SEMESTER

				CREDITS													
		G.P.A.*		ATTEMPTED		EARNED			FAILED			PASSED **			INCOMPLETE			WITHDRAWN		
SEM	N	MEAN	S.D.	MEAN	S.D.	MEAN	S.D.	MEAN %	MEAN	S.D.	MEAN %	MEAN	S.D.	MEAN %	MEAN	S.D.	MEAN %	MEAN	S.D.	MEAN %
1	162	1.73	0.89	13.43	3.17	9.49	5.24	68.94	1.71	2.90	13.62	0.03	0.34	0.28	0.25	1.40	1.82	1.90	3.24	15.28
2	141	2.21	0.82	13.83	2.56	8.57	5.43	59.75	0.29	1.08	2.41	1.06	2.26	7.73	0.82	1.95	6.41	3.06	3.80	23.64
3	111	2.13	0.83	16.03	4.43	12.28	6.51	74.45	1.03	2.25	7.28	0.16	0.82	0.99	0.65	1.87	4.64	1.87	3.01	12.30
4	107	2.20	0.88	16.04	4.39	11.89	6.08	72.25	1.04	2.33	6.75	0.08	0.50	0.58	0.89	1.92	5.65	2.10	3.17	14.71
5	76	2.18	1.00	12.92	3.53	8.34	5.28	62.08	1.07	2.12	8.39	0.07	0.48	0.56	0.82	1.68	6.35	2.58	3.62	22.58
6	50	2.58	0.86	13.90	5.96	11.51	6.57	80.24	0.53	1.81	4.42	0.38	1.56	1.89	0.45	1.20	4.78	1.00	1.93	8.63
7	34	2.32	0.97	13.64	3.63	10.32	5.45	77.05	1.27	3.32	9.78	0.25	0.86	1.77	0.62	2.30	4.21	1.07	4.04	6.60
8	28	2.48	0.77	14.97	7.09	12.40	7.89	78.02	0.67	1.61	3.82	0.75	2.39	5.36	0.57	1.50	6.33	0.57	1.50	6.42

* Numerical grade values are equivalent to letter grades as follows: A=4.00; B=3.00; C=2.00; D=1.00; F=0.00.

** Passed (No letter grade given) Not included in GPA

Table 4-13

COLLEGE ACADEMIC PERFORMANCE OF
CLASS III GRADUATES BY SEMESTER

CREDITS

SEM	N	G.P.A.*		ATTEMPTED		EARNED			FAILED			PASSED **			INCOMPLETE			WITHDRAWN		
		MEAN	S.D.	MEAN	S.D.	MEAN	S.D.	MEAN %	MEAN	S.D.	MEAN %	MEAN	S.D.	MEAN %	MEAN	S.D.	MEAN %	MEAN	S.D.	MEAN %
1	121	2.05	0.88	12.98	2.96	8.91	4.88	67.18	1.60	3.12	12.63	0.43	1.01	3.43	0.75	1.64	6.4i	1.25	2.85	10.29
2	108	1.94	0.94	14.70	3.64	9.00	5.63	59.64	1.89	3.11	13.24	0.43	1.10	2.96	0.86	1.80	6.61	2.50	3.58	17.51
3	84	2.03	0.89	13.47	3.30	9.17	5.32	65.84	1.12	2.34	9.03	0.21	1.02	1.60	0.71	1.88	6.49	2.23	3.79	17.00
4	75	2.00	0.88	15.57	5.09	10.53	6.79	63.89	1.47	2.62	10.03	0.17	0.98	1.07	0.60	1.34	4.70	2.76	4.48	20.27
5	54	1.85	0.96	13.56	3.38	8.87	5.58	63.00	2.12	3.52	16.70	0.68	2.16	4.52	0.51	1.76	3.64	1.33	3.04	12.09
6	51	2.26	0.94	15.97	6.78	11.07	7.90	65.02	1.48	3.00	9.60	1.35	6.41	4.78	0.96	2.24	5.95	1.96	3.52	16.85

* Numerical grade values are equivalent to letter grades as follows: A=4.00; B=3.00; C=2.00; D=1.00; F=0.00.

** Passed (No letter grade given) Not included in GPA

Table 4-14

COLLEGE ACADEMIC PERFORMANCE OF
CLASS IV GRADUATES BY SEMESTER

				CREDITS																	
		G.P.A.*		ATTEMPTED		EARNED			FAILED			PASSED **			INCOMPLETE			WITHDRAWN		
SEM	N	MEAN	S.D.	MEAN	S.D.	MEAN	S.D.	MEAN %	MEAN	S.D.	MEAN %	MEAN	S.D.	MEAN %	MEAN	S.D.	MEAN %	MEAN	S.D.	MEAN %
1	196	2.12	0.93	11.12	4.10	7.50	4.93	65.39	0.94	2.41	8.18	0.69	1.44	7.48	0.79	1.66	7.10	1.15	2.60	9.76
2	171	1.96	0.99	14.47	4.18	9.08	6.15	59.08	1.50	2.60	11.44	0.45	1.39	3.20	1.15	2.03	8.41	2.27	3.41	17.82
3	144	1.87	1.02	13.61	3.44	8.60	5.68	61.77	2.16	3.68	16.44	0.06	0.43	0.53	1.07	2.45	7.91	1.68	3.67	13.31
4	129	1.96	1.11	15.18	5.20	10.00	6.85	62.30	2.03	3.33	16.01	0.20	0.78	1.50	1.17	2.25	7.74	1.96	4.09	14.14

* Numerical grade values are equivalent to letter grades as follows: A=4.00; B=3.00; C=2.00; D=1.00; F=0.00.

** Passed (No letter grade given). Not included in GPA.

in the third semester and an increase during the fourth semester to 10.20 (10.00 + 0.20). For its first semester Class V completed 7.82 credits and in the second 10.33. (Table 4-15).

During the first semester of college work, the mean value of the ratio of the number of credits earned by a student to the number of credits he attempted was about 67% (Class I = 67.9%, Class II = 68.9%, Class III = 67.2%, Class IV = 65.4% and Class V = 67.2%). Failures and withdrawals accounted for approximately equal proportions of the unearned credits, while a small percent of the credits attempted resulted in incompletes.

Table 4-16 presents data on cumulative GPA for all classes based on the number of semesters completed. The mean cumulative GPA for those Class I students remaining in college after nine semesters was 2.37, a little less than a C+. Class II students remaining in college after eight semesters achieved a mean cumulative GPA of 2.33. After six semesters Class III students had a cumulative GPA of 2.18 on the average while the mean cumulative GPA for Class IV students after 4 semesters was 2.16. Class V showed a cumulative GPA of 2.12 somewhat above a C after completing its second semester of college work.

Summary

This chapter provided data on the college status and performance of CDD Classes I, II, III, IV and V. Academic performance data (grade point averages, number of credits attempted, etc.) were reported only for those students attending The City University of New York. Due to difficulties

Table 4-15

COLLEGE ACADEMIC PERFORMANCE OF
CLASS V GRADUATES BY SEMESTER

CREDITS

SEM	N	G.P.A.*		ATTEMPTED		EARNED			FAILED			PASSED **			INCOMPLETE			WITHDRAWN		
		MEAN	S.D.	MEAN	S.D.	MEAN	S.D.	MEAN %	MEAN	S.D.	MEAN %	MEAN	S.D.	MEAN %	MEAN	S.D.	MEAN %	MEAN	S.D.	MEAN %
1	237	2.12	1.06	11.06	3.63	7.43	4.85	65.47	1.26	2.83	12.07	0.39	1.09	3.93	0.57	1.42	5.89	1.36	3.00	12.09
2	201	2.00	0.91	14.60	5.19	10.11	6.28	65.97	1.55	2.68	12.64	0.22	0.83	1.74	1.00	2.11	8.09	1.73	3.48	11.14

* Numerical grade values are equivalent to letter grades as follows: A=4.00; B=3.00; C=2.00; D=1.00; F=0.00.

** Passed (No letter grade given). Not included in GPA.

Table 4-16

Cumulative GPAs by Semester For
CDD I, II, III, IV and V

Number of Semesters	CDD I			CDD II			CDD III			CDD IV			CDD V		
	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.
1	187	2.61	2.38	161	2.16	1.87	122	2.62	1.96	189	2.90	2.19	225	2.86	2.22
2	185	1.89	1.11	143	1.91	0.75	112	2.09	1.03	177	2.24	1.28	186	2.12	0.79
3	163	1.86	0.64	117	2.06	0.58	86	2.08	0.56	148	2.08	0.97			
4	139	2.03	0.55	106	2.17	0.51	74	2.09	0.53	111	2.16	0.72			
5	103	2.07	0.50	77	2.15	0.51	57	2.10	0.52						
6	74	2.17	0.50	59	2.29	0.44	33	2.18	0.47						
7	57	2.28	0.49	28	2.40	0.44									
8	44	2.35	0.48	11	2.33	0.37									
9	24	2.37	0.44												
10	14	0.00	0.00												

in obtaining transcripts of men and women enrolled in other institutions, data for these students are not reported.

A total of 947 students in Classes I, II, III, IV and V registered for their first semester in colleges within City University. By the Fall of 1973, 37 had graduated with bachelor's degrees and 112 had received associate of arts degrees.

CHAPTER 5

HIGH SCHOOL GRADUATION AND COLLEGE ADMISSION

CLASS VI

CDD Class VI, made up of 524 students, entered the College Discovery and Development Program as sophomores in September 1970.

Of these 524 students, 355 (67.8%) were high school graduates by January 1974 and the distribution of diplomas at the five CDD Centers was: Center I=85; Center II=64; Center III=83; Center IV=67; Center V=56.

Post-secondary disposition of Class VI is described in Table 5-1. Of the 355 high school graduates 297 (83.7%) are known to have entered college. Among these 297 college entrants, 221 (74.4%) entered The City University of New York, and 76 (25.6%) entered SUNY or private colleges. To date, it has not been possible to verify the post-high school activities of the remaining 58 students (14 are known not to be in college).

As a result of the consortium between City University and Columbia University, 64 of the original CDD Class VI entrants were qualified to participate in Project Double Discovery (PDD--An Upward Bound Program) (Table 5-2), which complemented the CDD program by utilizing summer school to assist students in achieving their college goals. By January 1974, 37 of the original 64 (57.8%) had completed high school; of these 37 PDD graduates 36 (97.3%) had enrolled in college.

TABLE 5-1

POST-SECONDARY DISPOSITION OF CLASS VI GRADUATES

(BY CENTER)

CENTER	N	CUNY 4 Yr.	%	CUNY 2 Yr.	%	SUNY	%	PRIVATE	%	KNOWN NOT TO BE IN COLLEGE	%	UNKNOWN	%
I	85	31	36.4	19	22.3	8	9.4	10	11.8	7	8.2	10	11.8
II	64	23	35.9	14	21.9	3	4.7	9	14.0	1	1.6	14	21.9
III	83	39	46.9	17	20.5	8	9.6	11	13.3	1	1.2	7	8.4
IV	67	29	43.3	14	20.9	5	7.5	14	20.9	0	-	5	9.5
V	56	3	5.4	32	57.1	0	-	8	14.3	5	8.9	8	14.3
TOTAL	355	125	35.2	96	27.0	24	6.8	52	14.7	14	3.9	44	12.4

TABLE 5-2

POST-SECONDARY DISPOSITION OF CLASS VI GRADUATES

(SHOWING PDD* GRADUATES)

	CDD VI TOTAL			PDD* TOTAL			NON-PDD TOTAL		
Program	N	% of H.S. Grads (base 366)	% of H.S. Entrants (base 524)	N	% of H.S. Grads (base 37)	% of H.S. Entrants (base 64)	N	% of H.S. Grads (base 318)	% of H.S. Entrants (base 524)
4 year CUNY	125	35.2	23.9	13	35.4	20.3	112	35.2	21.3
2 year CUNY	96	27.0	18.3	6	16.2	9.4	90	28.3	17.2
SUNY	24	6.8	4.6	9	24.3	14.0	15	4.7	2.9
Other	52	14.7	9.9	9	24.3	14.0	43	13.5	8.2
Totals									
High School Grads	355	100.0	67.8	37	100.0	60.6	318	100.0	60.6
College Entrants	297	83.7	56.7	36	97.3	54.5	261	85.6	49.8
Not At College	14	3.9	2.6	1	2.7	3.3	13	3.9	2.5
Not Located	44	12.4	8.4	0	-	3.3	44	13.8	8.4

* Project Double Discovery

CHAPTER 6

SOCIO-ECONOMIC OVERVIEW OF CLASSES I-VIII

The intake data accumulated since the inception of the program in 1965 provides an opportunity to make some observations of particular socio-economic variables reported by the eight entering classes to date. This chapter describes each class in terms of data taken from individual application forms and the observable socio-economic variables that are dealt with here relate to some initial conditions of separate classes that might effect their graduating from high school and achievement in college. In this connection, the following graphic illustrations are presented:

- Sex distribution
- Ethnic distribution
- Age in Years
- Percent of families with both parents alive and living together
- Mean number of persons in family
- Mean number of persons per room
- Mean monthly rent per room
- Average gross weekly income per family member
- Relationship of average actual gross weekly income and effective weekly income per family member
- Parents total years of schooling
- Percent of working mothers
- Adjusted life chances score

For each CDD class, values used in calculations based on the total number of students in the five Centers; any interaction between center and class will therefore be obscured.

SOCIO-ECONOMIC DATA

Sex Distribution

This distribution is presented in Figure 6-1. Although the total number of males and females enrolled in the College Discovery and Development Program has been approximately equal, a trend in sex distribution has been evident. Whereas Class I selected 22.4% more males than females, Class II, 14.6% and Class III, 11.4%; Classes VII and VIII have demonstrated a significant reversal in selecting 16.4% and 7% more females than males respectively. This figure might imply that girls have become increasingly more interested in higher education and in the kind of help CDD can offer them to this end. To whatever this increase in the percentage of female students can be attributed, the changing emphasis on the female life role experienced since 1965, or a change in parental attitudes (or some other variable), is not determined by the present descriptive statistics.

Ethnic Distribution

The ethnic distribution of Classes I-VIII is shown in figure 6-2. Class VIII data seems to indicate a reversal in an overall trend seen in Classes I-VII. Class I-VII demonstrated a virtually constant 25% representation of Hispanic students with a gradual increase in the black representation: [Class I (42.3%), Class VII (64.8%)]. A decrease occurred in the "Other" (White and Oriental) category during these years from 34.8% in 1965 to 12.6% in 1971. Class VIII (1972) reports the highest percentage of Hispanic students selected in a single class to date (26.6%) and an increase in the "Other" category of 3.3%

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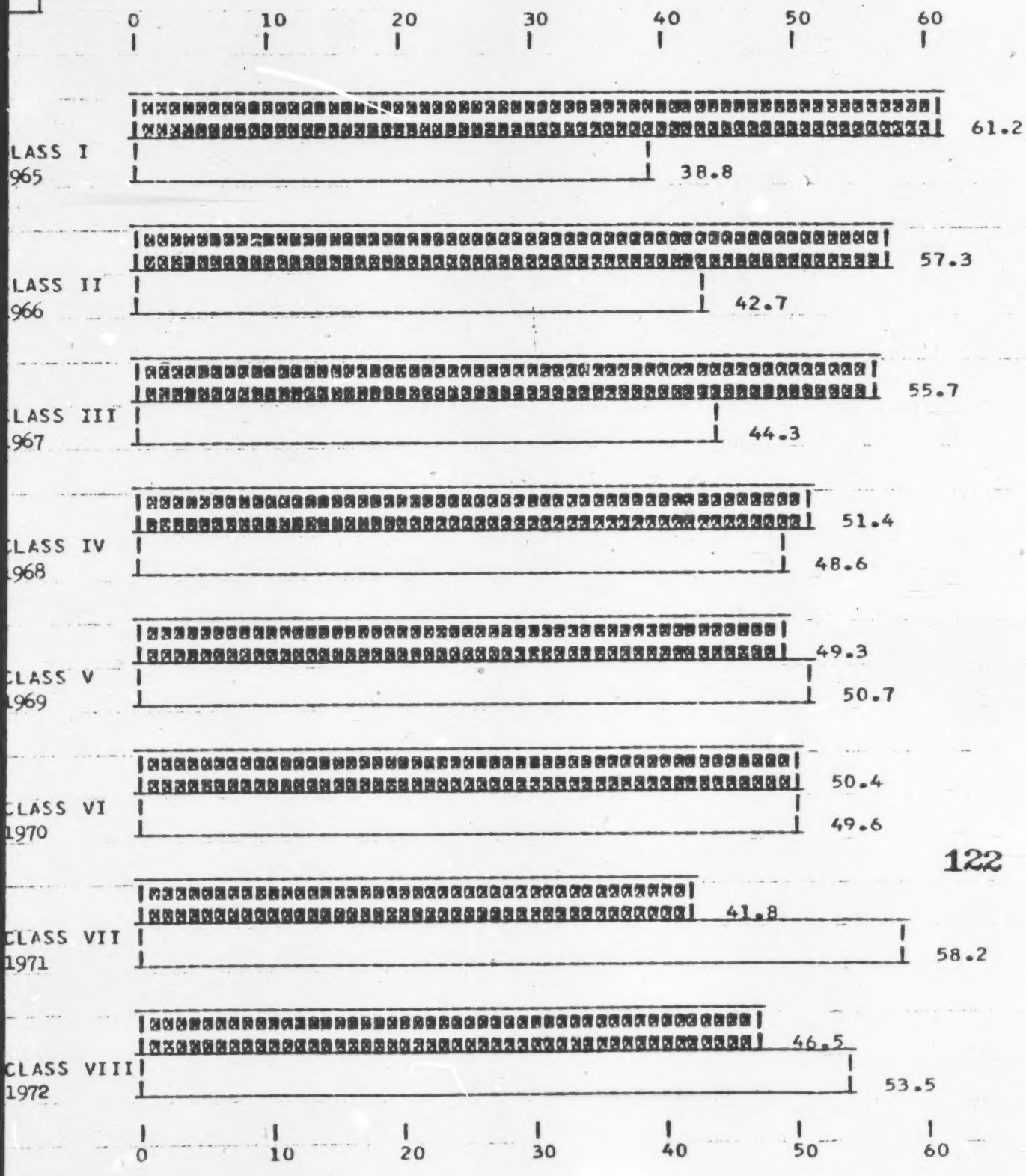
FIGURE 6-1

%=MALE

%=FEMALE

COLLEGE DISCOVERY ENROLLMENT BY SEX
CLASSES I–VIII



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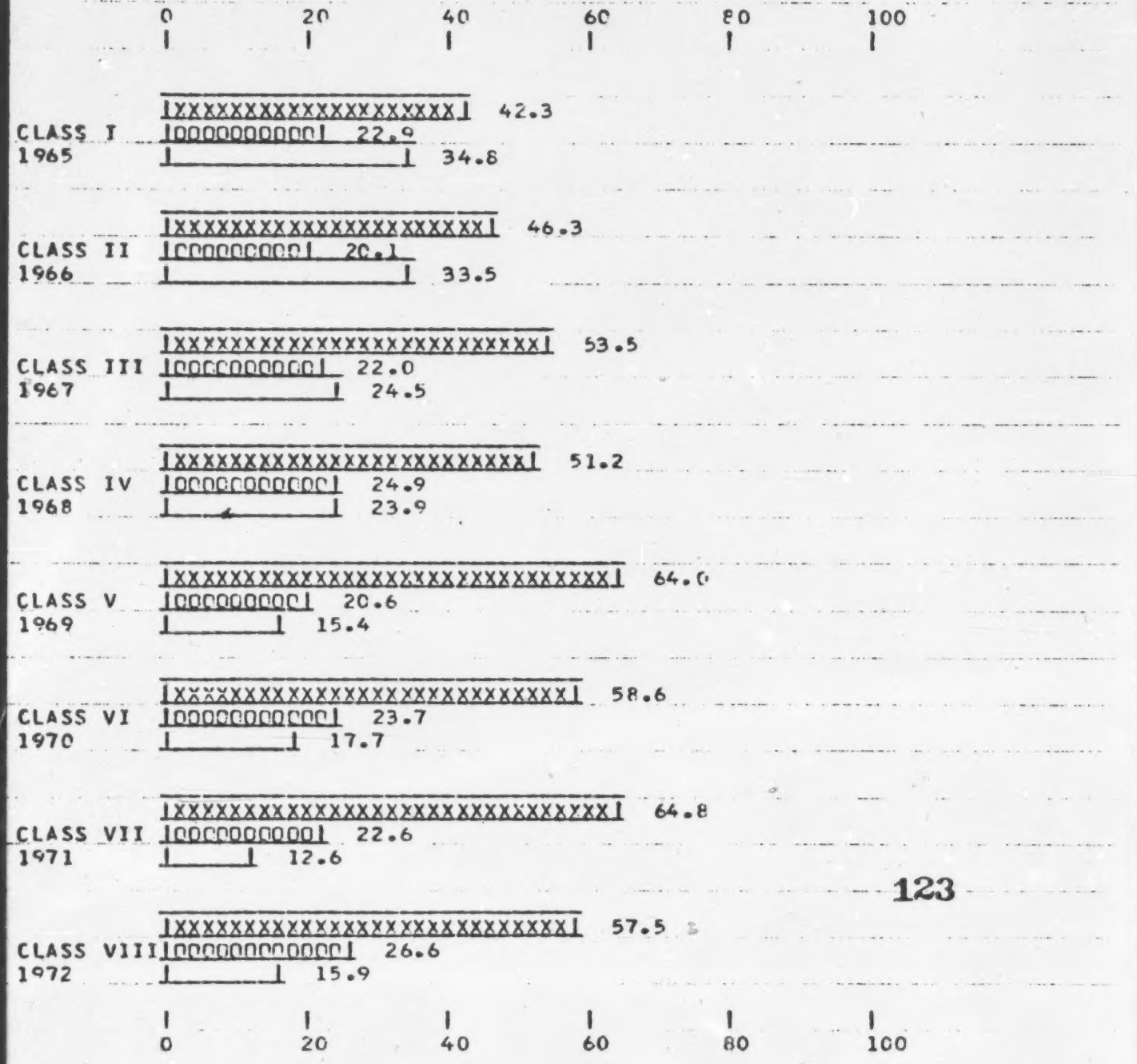
XXXX=BLACK
0000=HISPANIC
[ ]=OTHER

FIGURE 6-2

COMPARISON OF ETHNIC DISTRIBUTION OF CLASSES I-VIII AT TIME OF ENROLLMENT ALL CENTERS



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over the previous year. Class VIII reports the lowest percentage of black CDD students since 1968 and 7.3% below Class VII (1971). Ethnicity is not a factor in the selection of CDD candidates, nor are the subpopulations of the five centers racially homogeneous. Ethnic information is gathered from CDD counselors after the student is accepted into one of the five Centers.

Age in Years

The age in years of the students, presented in Figure 6-3, is computed on the basis of the students' ages in September when entering the program. The mean age of the students selected since 1965 was quite constant, ranging from 15.3 to 15.4 years of age.

Intactness of Family

Figure 6-4 shows responses to a question on the Personal Information Form asking if the parents are alive and living together. A small percentage of these responding students may not actually be living with these same parents. The results show that the lowest percentage of intact families was reported by Class I (55%), the highest by Class IV (58.2%).

Living Conditions

Figure 6-5 illustrates the mean number of persons in a CDD household. This mean has been relatively constant over the years ranging from 5.24 (Class I), to 5.56 (Class III). Figure 6-6 represents the mean number of persons in the home divided by the mean number of rooms. The

FIGURE 6-3

AGE IN YEARS

CDD I-VIII

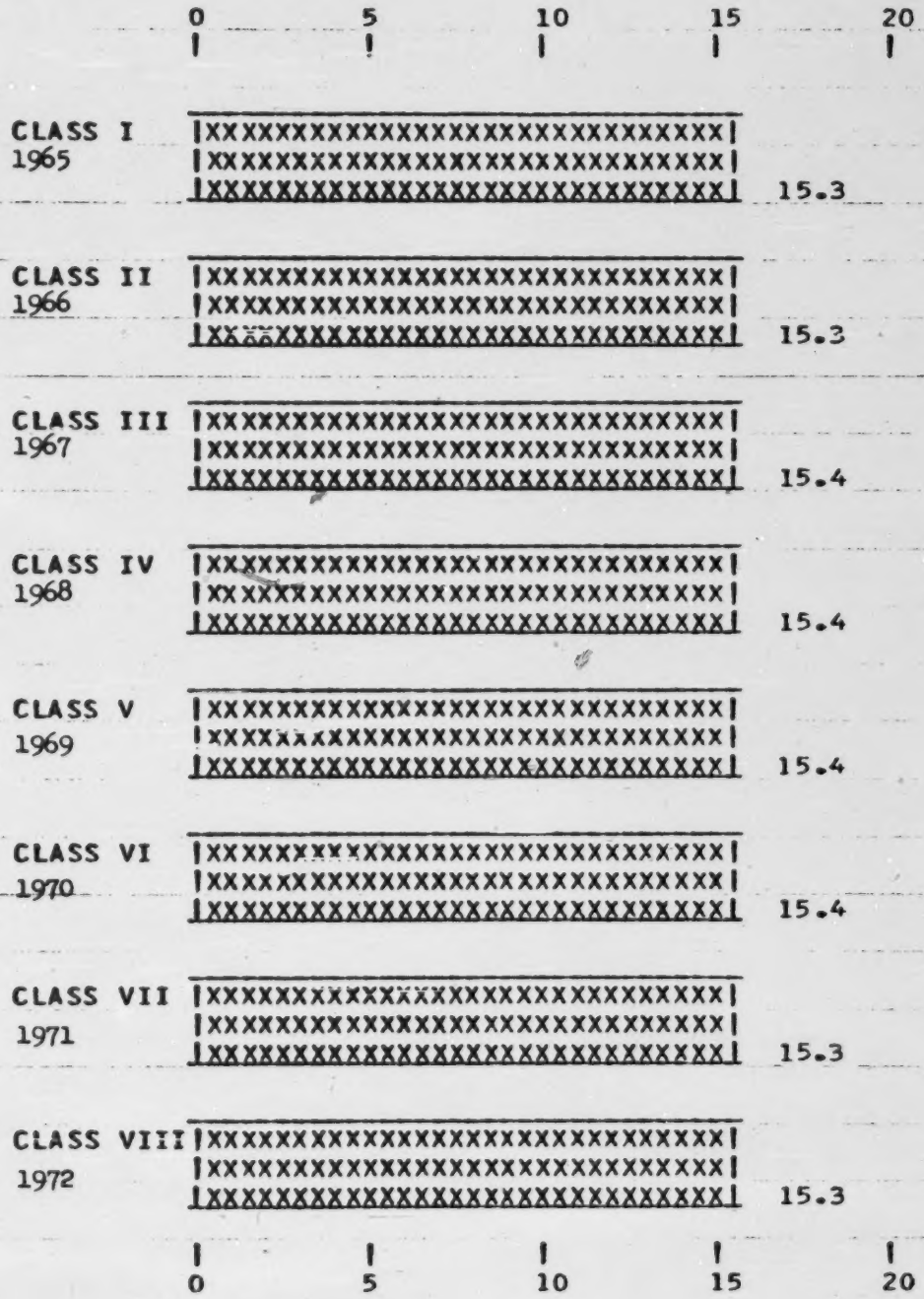


FIGURE 6-4

PERCENT OF FAMILIES WITH BOTH PARENTS
ALIVE AND LIVING TOGETHER

CDD I–VIII

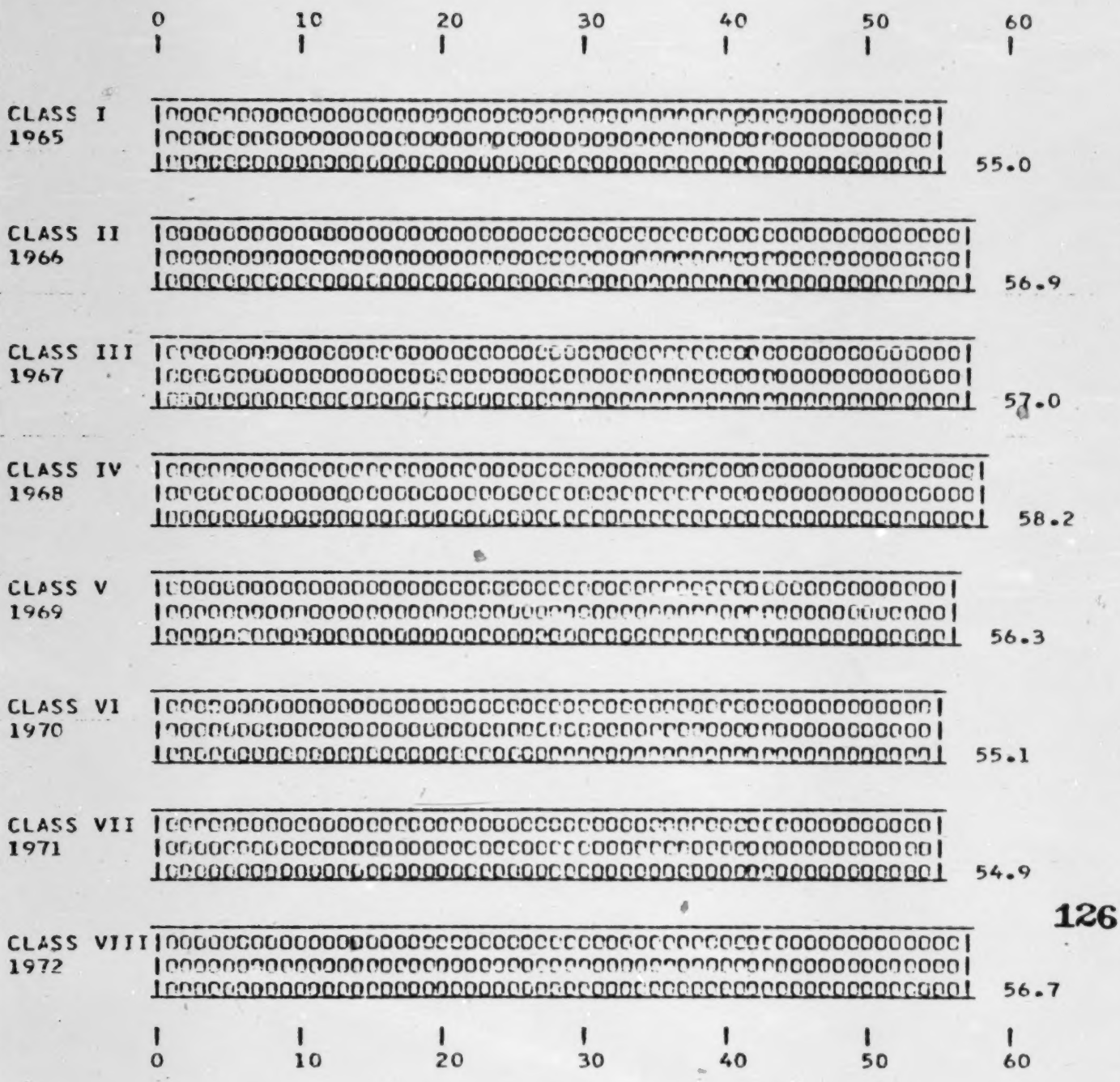


FIGURE 6-5

MEAN NUMBER OF PERSONS IN FAMILY

CDD I-VIII

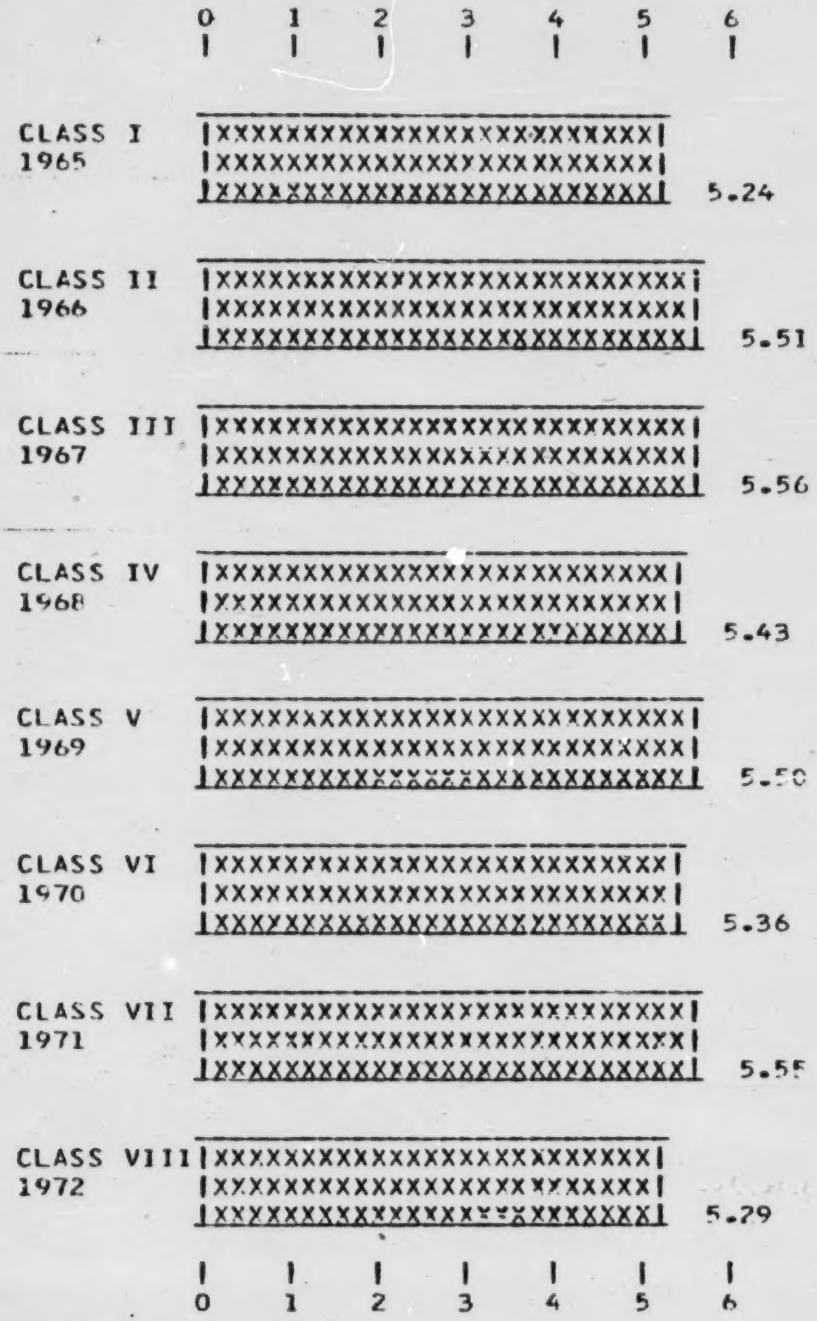
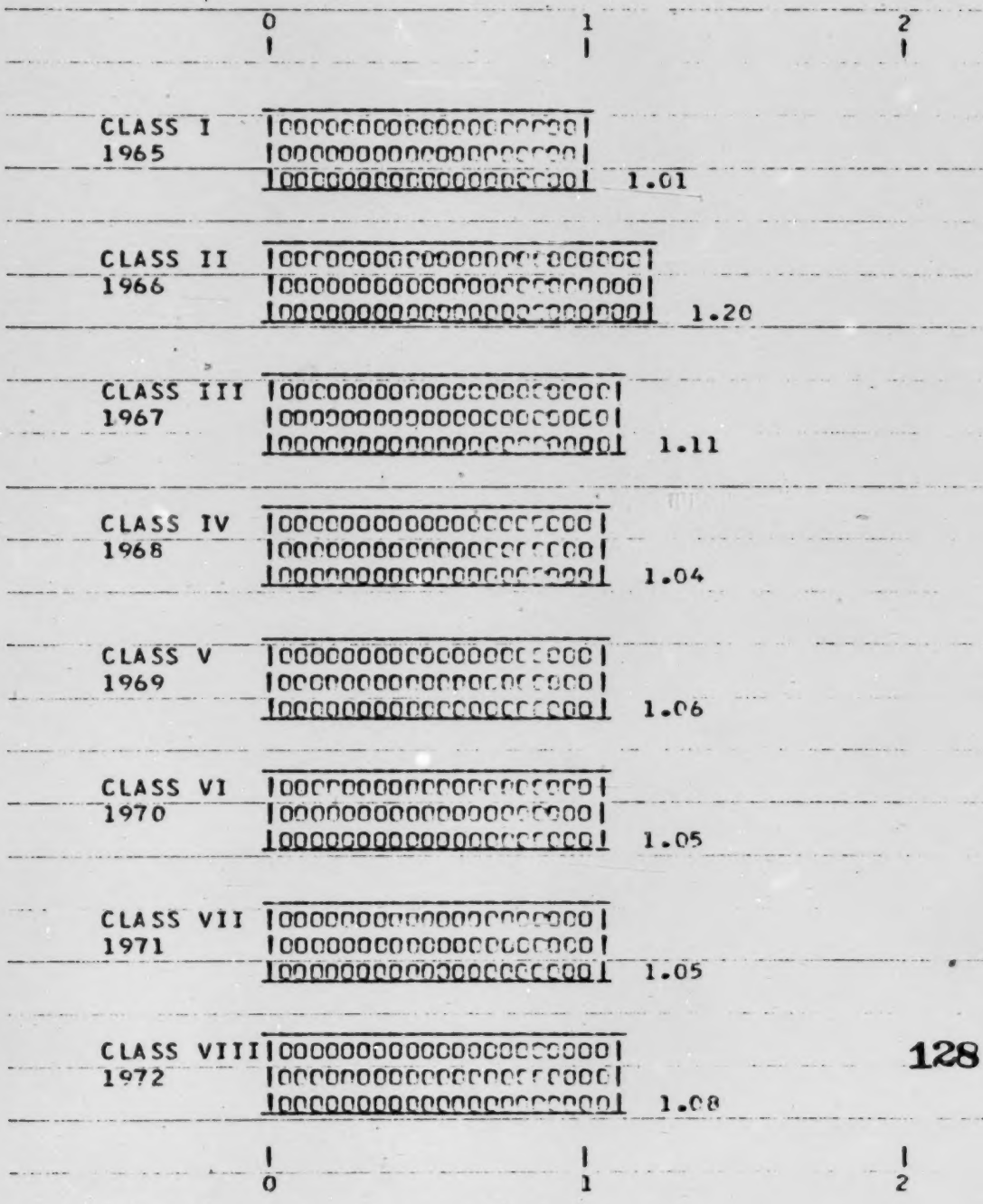


FIGURE 6-6

CROWDEDNESS
MEAN NUMBER OF PERSONS PER ROOM

CDD I-VIII



resulting number is the mean number of persons per room. The figure shows that the range in the number of persons per room was from 1.01 (Class I) to 1.20 (Class II). The inference is that a considerable number of CDD students live in overcrowded households (less than one room per person).

Monthly Rent Per Room

Figure 6-7 illustrates the mean monthly rent per room paid by CDD families in the year when students applied for the program. Since 1965 the cost per room has risen $10.12 (66.9%), with the sharpest increases occurring in 1966 and 1971 respectively. A comparison of the 66.9% increase in monthly rent since 1965 with the 47% increase in weekly earnings (Figure 6-8) indicates that CDD families are spending larger portions of their incomes on rent.

Family Income

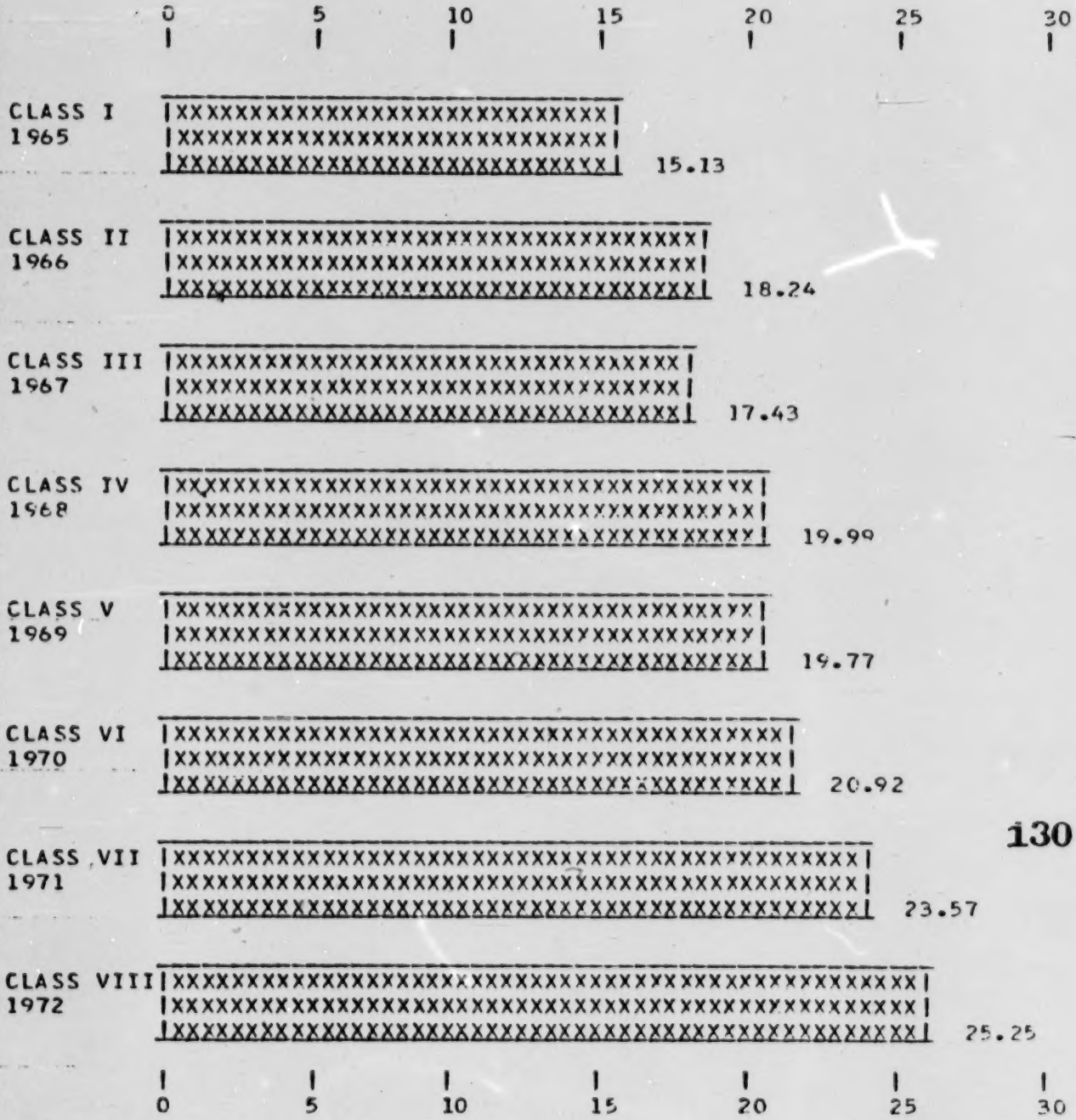
Figure 6-8 presents the mean gross weekly income per family member. Actual weekly income per family member rose from $18.61 in 1965 to $27.35 in 1972, an increse of $8.74 (47%). Effective gross weekly income* per family member rose from a base of $18.61 in 1965 to $19.63 in 1972 (5.5%). The relationship between the CDD actual and effective income since 1965 is shown in Table 6-1. An interpretation of this comparison points out that inflation has consumed $6.40 of the $6.87 increase in personal gross income. Figure 6-9 further illustrates this relationship.

* Effective gross increase based on the purchase power of the dollar (Table 6-1).

FIGURE 6-7

MEAN MONTHLY RENT PER ROOM

CDD I-VIII



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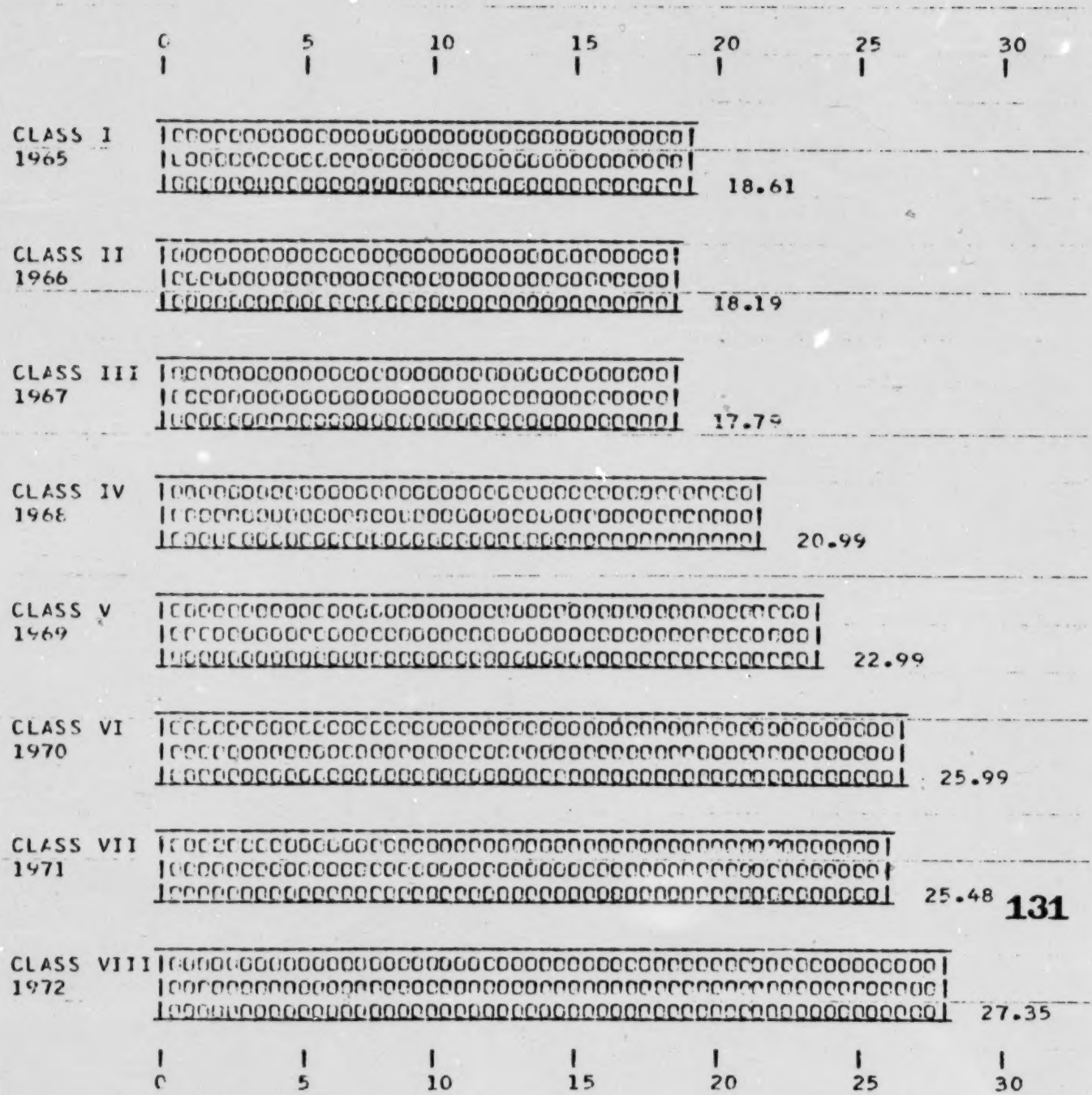
*FIGURES REPRESENT COST IN DOLLARS PER ROOM

FIGURE 6-8

AVERAGE GROSS WEEKLY INCOME
PER FAMILY MEMBER

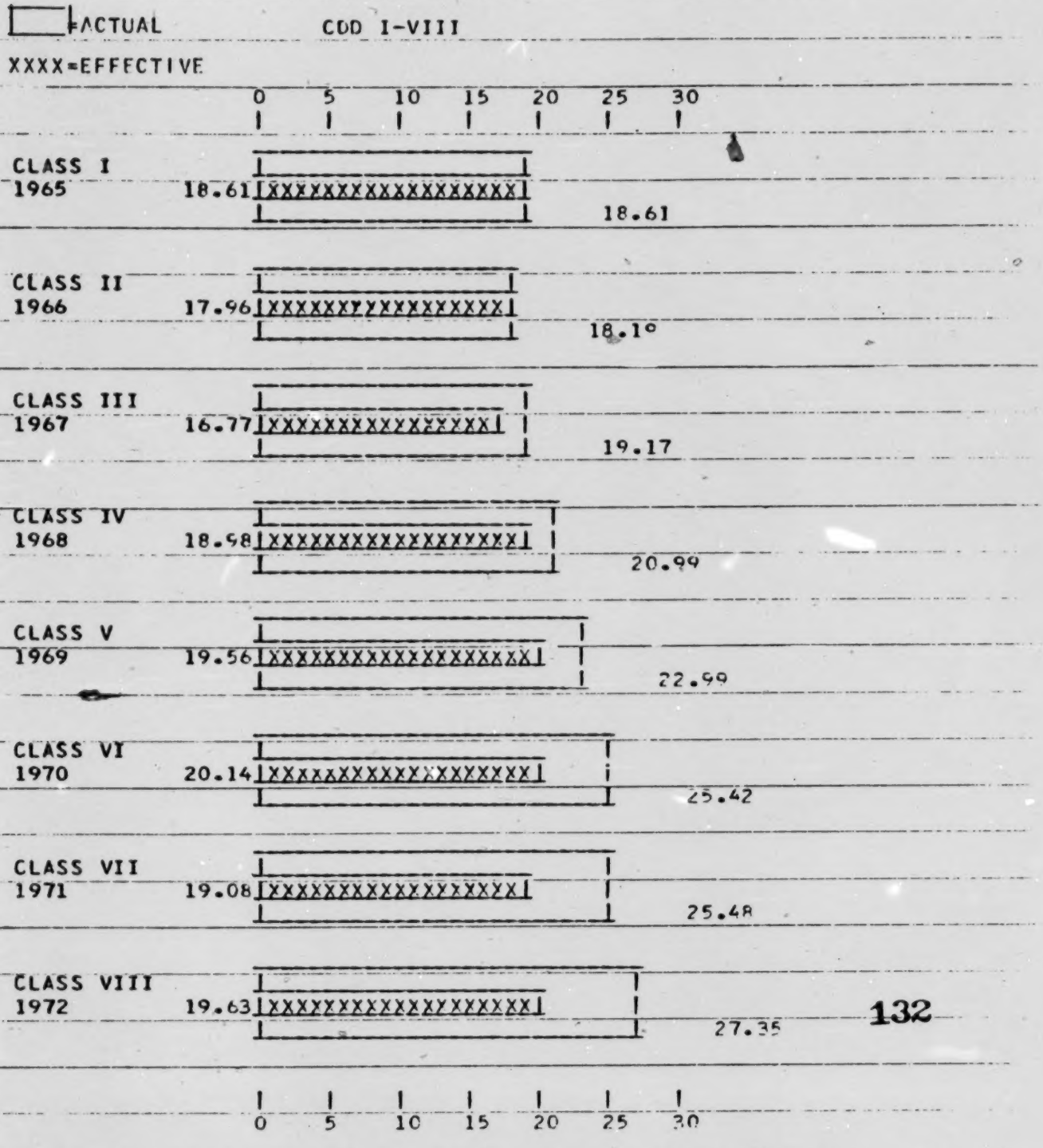
CDD I-VIII



*FIGURES REPORTED IN DOLLARS PER PERSON

FIGURE 6-9

RELATIONSHIP OF AVERAGE ACTUAL WEEKLY INCOME AND ADJUSTED EFFECTIVE WEEKLY INCOME PER FAMILY MEMBER



*FIGURES REPRESENT INCOME IN DOLLARS

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TABLE 6-1

ADJUSTED EFFECTIVE INCOME OF THE
NET CDD PER CAPITA INCOME

1965-1972

Class	Year of Admission To CDD	CDD Weekly Income Per Person		Percent Inflation
		Actual Income	Effective Income	
I	1965	18.61	18.61	-
II	1966	18.19	17.96	1.28%
III	1967	17.79	16.77	6.1%
IV	1968	20.99	18.98	10.6%
V	1969	22.99	19.56	17.5%
VI	1970	25.42	20.14	26.2%
VII	1971	25.48	19.08	33.5%
VIII	1972	27.35	19.63	39.3%

Relationship of average actual weekly income and adjusted effective weekly income per family member determined from data provided by the Dept. of Labor, Bureau of Labor Statistics.

Education of Parents

Figure 6-10 illustrates the years of schooling completed by CDD parents as given in Personal Information Forms submitted by each applicant. Responding candidates selected for the program, reported the level of parent education as experiencing an overall increase for both mothers and fathers since 1965. The educational level of CDD mothers rose from a base of 9.7 in 1965 to a high of 11.7 in 1971 and presently is 10.6 in 1972. These figures represent a grade level gain of two years between 1965 and 1971 but only 0.9 years for the interest years 1965 and 1972. Figure 6-10 indicates that the educational level of CDD participants' mothers is indeed rising, but that the educational level of Class VII mothers was exceptional. The years of schooling completed by fathers of CDD students was 9.6 in 1965 and 10.5 in 1972 a grade level increase of 0.9 years of schooling. This figure is compatible with the rate of increase reported for CDD mothers. The mean number of years of schooling for CDD parents continues to fall below the high school completion level of 12 years.

Percent of Working Mothers

Figure 6-11 shows ten percent of employed mothers of the CDD population. It should be noted that housewives who are not heads of households are included in the measure thus inflating the statistic. Class VIII (1972) reports 34.8% employment for this group, the lowest percentage reported since 1967 and a drop of 3.3% since 1971. 1972 marks the end of a gradual but consistent increase in the percentage of working mothers since 1966.

FIGURE 6-10

PARENT EDUCATION
TOTAL YEARS OF SCHOOLING
CDD I-VIII

▒▒▒▒ = MOTHER

▒▒▒▒ = FATHER

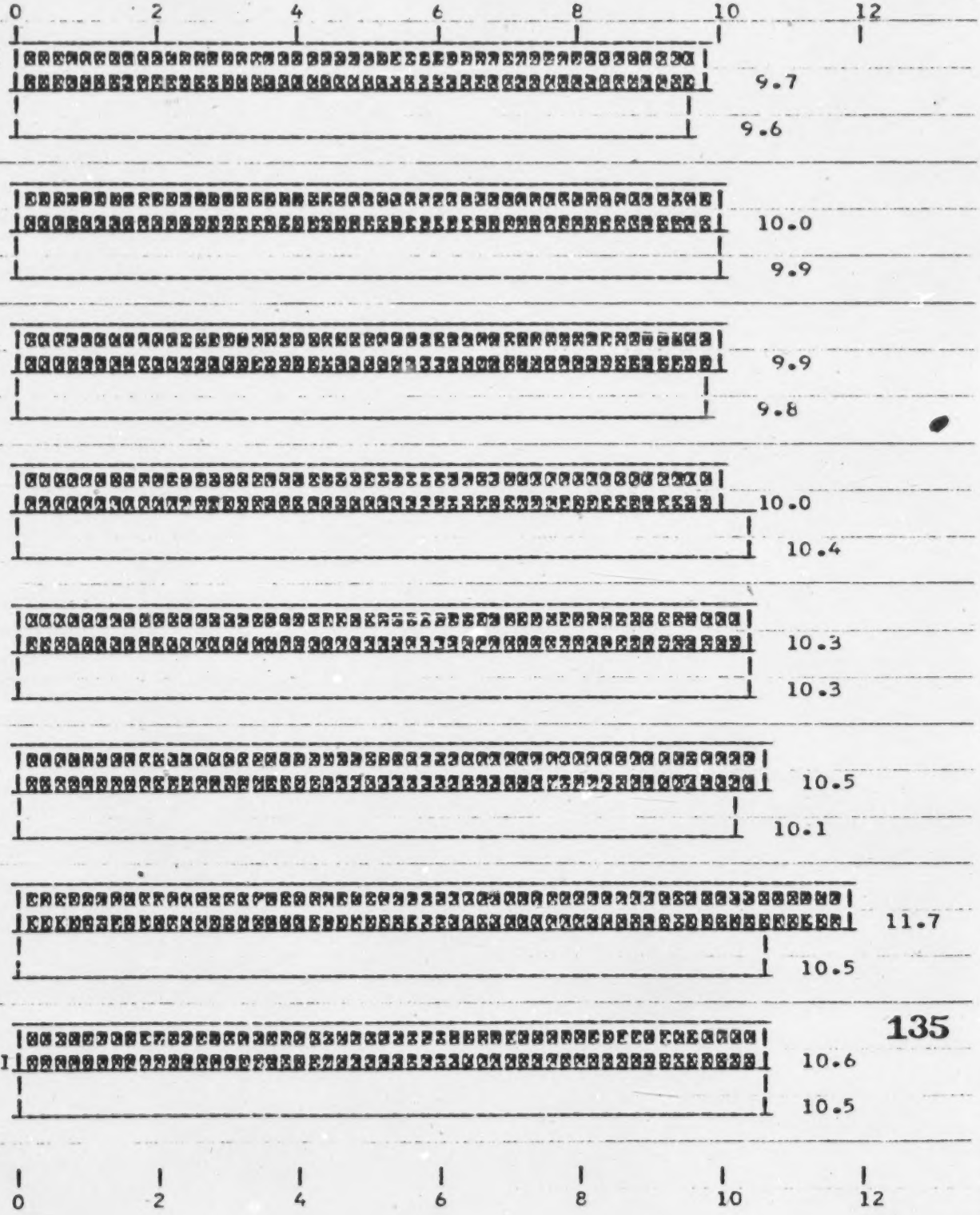

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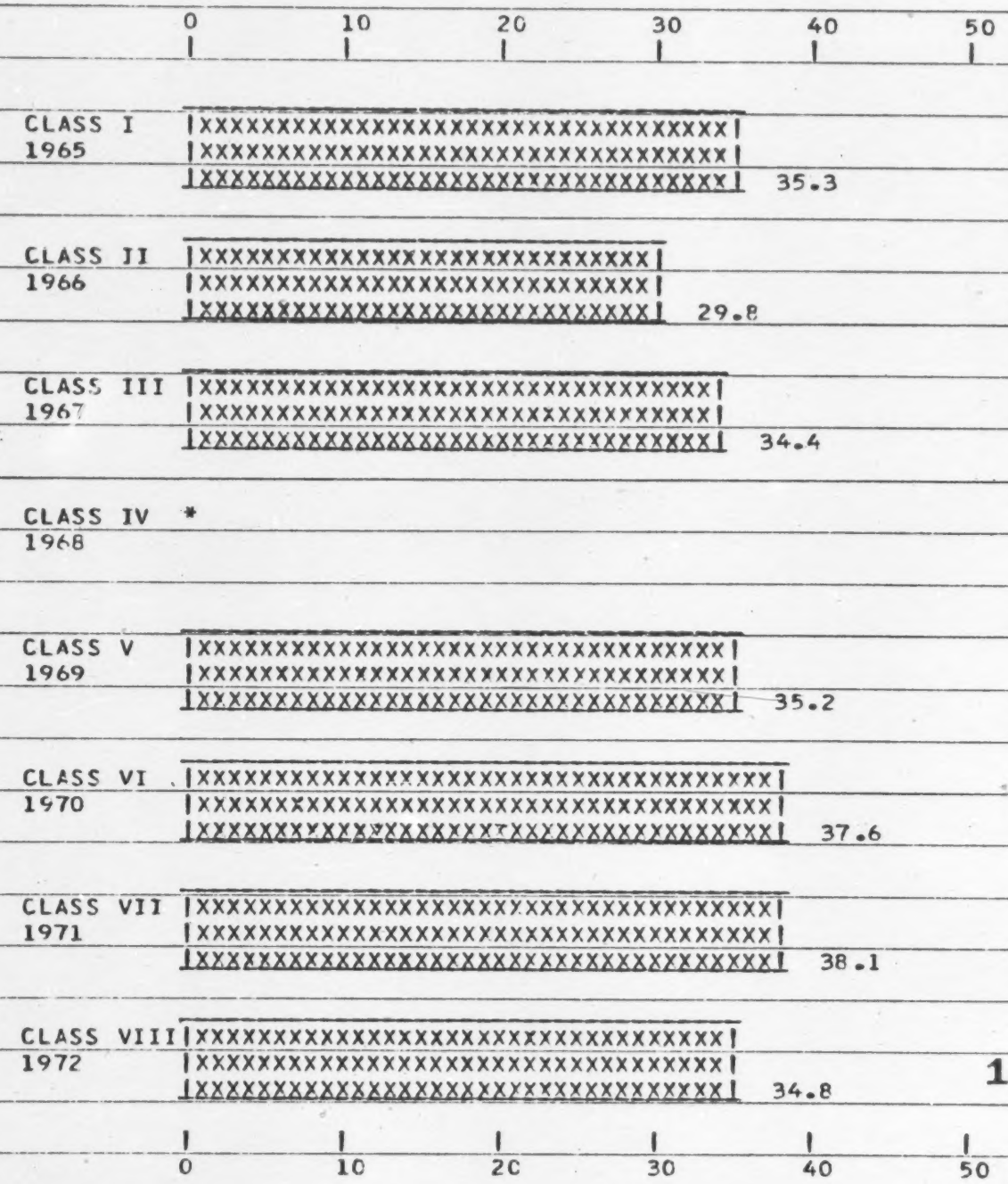
FIGURE 6-11

PERCENT OF WORKING MOTHERS
IN CDD HOUSEHOLDS

CDD I-VIII



*INFORMATION NOT AVAILABLE FOR CLASS IV

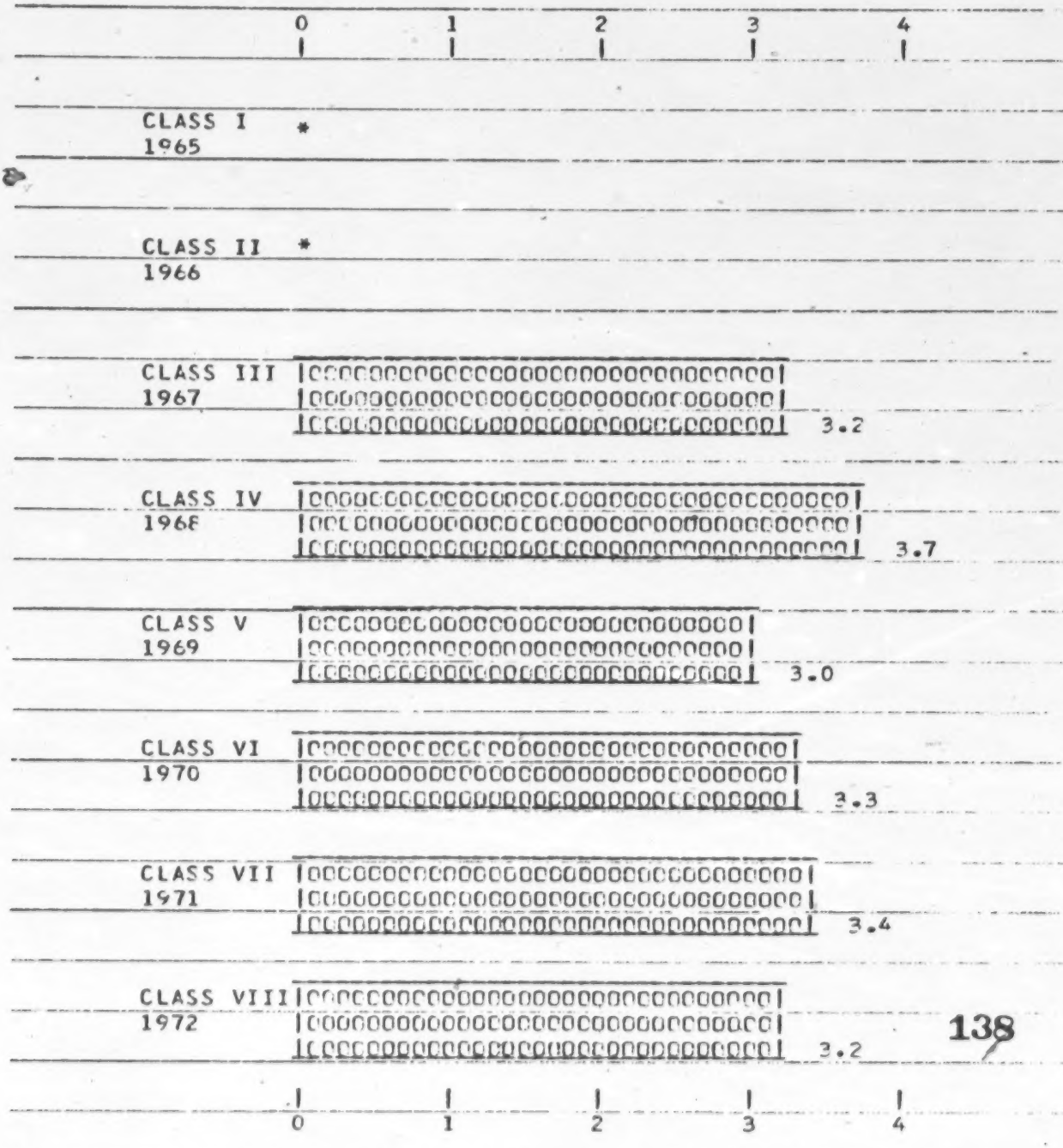
Adjusted Life Chances Score

The mean Adjusted Life Chances Scores for Classes III (1967) through VII (1971) are presented in Figure 6-12. The mean Life Chances Score of the classes selected since 1967 has been relatively stable and consistent with the Dentler-Monroe definition of a disadvantaged population cited in Chapter 2 of this report.

FIGURE 6-12

ADJUSTED LIFE CHANCES SCORE

CDD I-VIII



* DATA NOT AVAILABLE FOR CLASSES I AND II

Addendum

Cultural Activities

During the 1972-73 year some of the five host high schools in the College Discovery and Development Program provided attendance at a variety of performances at Broadway and off-Broadway shows, first-run motion pictures, dance concerts, operas and, in some schools, a trip to the Shakespeare Festival, Stratford, Connecticut. Among the productions seen in 1972-73 were: Joffrey Ballet; Two Gentlemen of Verona; One Flew Over the Cuckoo's Nest; Tom Sawyer; Oh, Coward; Lost Horizons; Don't Bother Me, I Can't Cope; Alvin Ailey Dancers; The River Niger; The National Dance Company of Senegal; The Merchant of Venice; The Sound of Music; A Streetcar Named Desire; La Traviata; Lucia De Lammermoor and Carmen.

These out-of-the-classroom activities led to the awareness of a new aspect to students' education - being with their peers, and sharing, in another environment experiences that contributed to the growth of each member in the program.

APPENDIX

EXECUTIVE ADVISORY COMMITTEE

1972-1973

Lester G. Brailey, Dean of Admissions Services, The City University of New York.

Lawrence Brody, Director, College Discovery and Development Program, The City University of New York.

Seelig Lester, Deputy Superintendent of Schools, Board of Education, The City of New York.

Helene Lloyd, Assistant Superintendent of Schools, Board of Education, The City of New York.

Stuart C. Lucey, Assistant Superintendent of Schools, Board of Education, The City of New York.

Samuel Polatnick, Executive Director, Division of High Schools, Board of Education, The City of New York.

Cecilia L. Sarasohn, Project Director, College Discovery and Development, Board of Education, The City of New York.

Gene Satin, Director, ESEA Title I, Board of Education, The City of New York.

Yvonne Tormes, University Administrator for the College Discovery Program, The City University of New York.

Max Weiner, Acting Dean of Teacher Education, The City University of New York.

Robert Young, Dean, Office of Special Programs, The City University of New York.

ADVISORY POLICY COMMITTEE

1972-1973

NAME	REPRESENTING
Dr. Lawrence Brody	College Discovery and Development
Mr. Larry Dais	Upward Bound
Mrs. Ethel Dancis	Theodore Roosevelt High School
Mr. Daniel Driscoll	Port Richmond High School
Mrs. Ida Gottlieb	Jamaica High School
Mrs. Wanetta Jones	College Discovery and Development
Mr. Richard Puelle	Seward Park High School
Mrs. Cecilia Sarasohn	Board of Education
Mrs. Mamie Stone	Upward Bound
Ms. Yvonne Tormes	College Discovery Prong I
Mr. Moley C. Wilson	Thomas Jefferson High School
Dean Robert Young	Chancellor Robert Kibbee

Parents

Mrs. Carolyn Canty	Brooklyn
Mrs. Enid Isaacs	Brooklyn
Mrs. Carlotta Jack	Brooklyn
Mrs. Domingo Laboy	Brooklyn
Mrs. Roslyn Woods	Brooklyn
Mrs. Lydia Alonso	Manhattan
Mrs. Janette Blades	Manhattan
Mrs. Isabel Claudio	Manhattan
Mrs. Lillian Edwards	Manhattan
Mrs. Bernice Long	Manhattan
Mrs. Annette Luckett	Manhattan

Parents

Mrs. Joan Barkawitz	Staten Island
Mrs. Doris Driscoll	Staten Island
Mrs. Mary Greene	Staten Island
Mrs. Maureen Mohin	Staten Island
Mrs. Dorothy Patterson	Staten Island
Mrs. Eleanor Robinson	Staten Island
Mr. Revil Rohan	Staten Island
Mrs. Alethia Wilson	Staten Island
Mr. & Mrs. E. Fleming	Queens
Mr. & Mrs. H. Greenidge	Queens
Mr. & Mrs. Everett Moore	Queens
Mr. Verdelle Britton	Bronx
Mrs. Barnell Chewning	Bronx
Mrs. Aida Concepcion	Bronx
Mr. & Mrs. Jonathan Crawford	Bronx
Mrs. Mozella Dunn	Bronx
Mrs. Cleo Hudson	Bronx
Mr. Hipolito Jiminez	Bronx
Mrs. Mary Jones	Bronx
Mrs. Doris Kemp	Bronx
Mrs. Ruth Norton	Bronx
Mrs. Kathleen Sheriff	Bronx
Mrs. Carmen Ullah	Bronx
Mrs. Bernice Winfrey	Bronx

Students

Andrea Augustine	Brooklyn
Gertha Bell	Brooklyn
Pat Byrams	Brooklyn
Denise Duncan	Brooklyn
Edwin Gonzalez	Brooklyn
Wanda Hall	Brooklyn
Iraida Martinez	Brooklyn
William Matheis	Brooklyn
Victor Matos	Brooklyn
Andy Rivera	Brooklyn
Gwendolyn Smart	Brooklyn
Vanessa Wilson	Brooklyn
Mark Anderson	Manhattan
Josie Astacio	Manhattan
Pablo Betancourt	Manhattan
Barbara Cobb	Manhattan
Betsy Hamiette	Manhattan
Zenaida Perez	Manhattan
Daphne Zero	Manhattan
Edward Barkawitz	Staten Island
Diane Driscoll	Staten Island
Michael Greene	Staten Island
Maureen Mohin	Staten Island
Wayne Patterson	Staten Island
Donna Robinson	Staten Island
Lyle Rohan	Staten Island
Brian Wilson	Staten Island

Students

Glenn Greenidge	Queens
Obed Hernandez	Queens
Debra Moore	Queens
Everett Moore	Queens
Beverly West	Queens
Debra Carter	Bronx
Maria Concepcion	Bronx
Jonathan Crawford	Bronx
Zelda Dunn	Bronx
Joanne Finch	Bronx
Debbie Garcia	Bronx
Bruce Hawkins	Bronx
Warren Heckstall	Bronx
Lee Hester	Bronx
Angelo Hickman	Bronx
Fletcher McCoy	Bronx

Community Progress Centers

Mrs. Ileana Gomez	Hunts Point Community Progress Center
Mr. Julian Nelson	Morrisania Community Progress Center
Mr. Fermin Gonzalez	South Bronx Community Progress Center
Mr. Edwin Rivera	East New York Community Progress Center
Miss Ann Skinner	Brownsville Community Council
Mr. Paul Guevara	Lower East Side Community Corp.
Mr. Nick Ferrantella	Lower West Side Community Corp.
Mr. Columbus Austin	HARYOU-ACT
Miss Sonia Allen Battey	Bedford-Stuyvesant Youth-In-Action

Community Progress Centers

Mr. Vernon Brown	South Jamaica Community Corp.
Mr. Jerome Schemkman	Mobilization for Youth
Mr. James Bedford	Hunters Point Forward March Program
Mr. Allen Cohen	Chinatown Planning Council
Mr. Charles Wang	Chinatown Planning Council
Mr. Ronald Watford	Ocean Hill Community Corp.
Mr. Charles Cunningham	New York Bicycle Racing Association
Mr. Douglas Kennedy	Knights of Columbus

COMMITTEE ON COORDINATION OF TEACHER EDUCATION

DIVISION OF TEACHER EDUCATION

THE CITY UNIVERSITY OF NEW YORK

1972-1973

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FACULTIES OF THE HIGH SCHOOL DEVELOPMENT CENTERS

1972-1973

Theodore Roosevelt High School

Principal:	Henry Saltman
Administrative Assistants:	Howard McManus Lester Newman
Coordinator:	Ethel Dancis
Guidance Counselors:	Morey Stein Aaron Sobelman Howard Weiss
Project Secretary:	Louise Robbins

Thomas Jefferson High School

Principal:	Margaret Baird
Administrative Assistants:	Milton Meller Frances Dickman
Coordinator:	Moley C. Wilson
Guidance Counselors:	Marion Zack Esther Schneberg Seymour Berdy
Project Secretary:	Esther Goldberg

Seward Park High School

Principal:	Rubin Maloff
Administrative Assistants:	Evelyn Chasan Mitchell Schulich
Coordinator:	Richard Puelle
Guidance Counselors:	Ruth Schulman Selma Lashine Violet Garavente

Jamaica High School

Principal:	Aaron N. Maloff
Administrative Assistants:	Mildred Karten Jack Groveman
Coordinators:	Ida Gottlieb (1972) Rod MacKenzie (1973)
Guidance Counselors:	Paul Rosenberg Mary Laren Lawrence Shoglow
Project Secretary:	Helen Michaelsen

Port Richmond High School

Principal:	Herbert Balish
Administrative Assistants:	Bernard Fittman Beverly Engles
Coordinator:	Irwin Rubin
Asst. to Coordinator:	Rosemary Loffredo
Guidance Counselors:	Anne M. Markey John J. Nevins Mildred Brennan
Project Secretary:	Rhoda Horn

COLLEGE CURRICULUM CONSULTANTS

1972-1973

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Jerry B. Davis, Science, Hofstra University

Martin Feldman, Social Studies, Kingsborough Community College

Joseph Fishman, Mathematics, Richmond College

Anne S. Grossman, Mathematics, Lehman College

Anita Levine, Guidance, Brooklyn College

Betty Powell, Foreign Languages, Brooklyn College

Deborah Stampfer, Mathematics, Brooklyn College

Thalia Taloumis, Mathematics, Brooklyn College